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ABSTRACT

This leader's manual contains the materials required to present a school-based weight management curriculum that may be offered both in school and outside the school setting for middle-school adolescents. The first section contains instructor information regarding the following topics: need for the program; program objectives; timeline and procedures; implementation suggestions; general format options; evaluation; involvement of parents, schools, and communities; and recruitment of participants. Presented next are session plans for each of the program's 20 sessions, which are devoted to the following topics: introduction and setting goals; keeping track of food intake and food groups and exchanges; making food choices and following dietary guidelines; self-esteem and body image; exercise and energy balance; changing behavior and habits; eating for competition; food supplements; fad diets; self-esteem boosters; breakfast; fruits and vegetables; snacks; fat; fiber; meat; fast food; calcium; planning meals with one's family and considering nutrient density; and program wrap-up. Each session plan contains some or all of the following: objectives; list of materials; notes to leaders; learning activities; evaluation criteria/activities; references/resources; ideas for other activities; and student handouts. Appended are knowledge and attitude tests and parent and student letters. (MN)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BODY POWER!
SCHOOL-BASED WEIGHT MANAGEMENT FOR MIDDLE SCHOOL ADOLESCENTS

Leader's Manual

MONTANA STATE UNIVERSITY
EXTENSION SERVICE
BOZEMAN, MONTANA

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The Need:

Child and adolescent obesity is a major national health problem. National health objectives for the year 2000 include not only reducing overweight among adolescents, but also to increase the proportion of overweight persons aged 12 and older who have adopted sound dietary practices combined with regular physical activity to attain an appropriate body weight.

Adolescents and pre-adolescents are aware of the risk and the problems associated with overweight. They are also pre-occupied with weight because of the societal pressures to become pencil-slim or trim and muscular. Many children determine their own "desirable weight", and begin a lifelong battle of dieting and weight cycling. Studies abound with facts about the distorted perception of adolescents toward their own body weight and shape.

This program is one plan to aid adolescents with weight management. It is meant to be a practical application of much of the information that children know, but have not been motivated to try. Emphasis is on choosing behavior changes in daily eating plans and exercise/activity which will be written into a self-contract. Peer support and family support are important components of the program. Realistic body image is stressed, and feeling good about yourself despite size and shape.

The program can be molded to fit many situations, both in-school and outside of the school setting. Involvement from local registered dieticians and school food service personnel is highly desirable. Suggestions for working with community programs and with community people are given in the lessons.

Program Objectives:

1. To provide middle school adolescents with knowledge and skills to enable them to make proper nutritional choices balanced with physical activity in support of a weight management program.

2. To assist middle school adolescents in the improvement of individual body image and self esteem.

3. To enable students to begin establishing lifetime health habits and attitudes.

4. To provide a focus for educators, parents, and other interested members of the community in working toward a solution to the problem of obesity and eating disorders among the student population.

Timeline and Procedures

1. Principal's/Superintendent's approval of program
2. School board's approval of program
3. Introduction of program to all health classes in middle school (all grades) OR introduction to other target populations.
4. Parent letters and consent forms returned to school
5. In health and physical education classes, all students in the middle school take the Eating Attitude Survey and the Nutrition Knowledge Test. All students are weighed and take the President Physical Fitness Tests.
6. After a presession with all health and physical education classes to explain accurate food record procedures, all students complete a three day food record for computer analysis.
7. Students are selected for the program based on return of completed parental consent forms.
8. Students selected for the program meet during lunch once a week in the health classroom (35 minutes). Students are expected to bring a sack lunch packed by the school or from home on those days and to eat during the session OR students will meet at another designated time agreeable to all.

Implementation Suggestions:

Following are procedures which enhance participant's learning and motivation to change behavior:

1. The hands-on food activities incorporated into each session.
2. Sending recipes which reflect the sessions' teachings to homes via students or via mail to reinforce the information.
3. When possible, a parent meeting of interested participants with topics of an overview of the program, answering of questions, and tips for participant support from the home.
4. An optional aerobics class after school for students without opportunities or support to exercise elsewhere.
5. Exercise partners
6. A "contract" for exercise completed.
7. Individual counselling for each student at "goal setting time". Nutritionists and nutrition educators can aid participants in setting realistic eating plan goals.
8. Cooperation of the school food service program personnel.
9. Cooperation of a local bakery, deli, pizza restaurant, or other local eatery "hangout".
10. Cooperation of local dieticians

General Format Options

Outlines of 6, 10, and 20 week courses:

The 20 week course covers each session as outlined in the table of contents. The 6 week and 10 week courses cover the following sessions or combination of sessions:

10 Week Course

1. Introduction, Setting Goals
2. Keeping Track, Food Groups and Exchanges
3. Making Food Choices, Dietary Guidelines
4. Self Esteem, Body Image
5. Exercise, Energy Balance
6. Changing Behavior and Habits
7. Fad Diets (Session 9)
8. Breakfast (Session 11)
9. Fat (Session 14)
10. Wrap-Up (Session 20)

6 Week Course

1. Introduction, Setting Goals, Keeping Track, Food Groups and Exchanges (Sessions 1 and 2 shortened)
2. Self Esteem, Body Image (Session 4)
3. Exercise, Energy Balance (Session 5)
4. Making Food Choices, Dietary Guidelines (Session 3)
5. Fad Diets (Session 9)
6. Changing Behavior and Habits (Session 6)

Length of classes: 35 minute lunch period. Some activities involve listening rather than hands-on tasks to give students an opportunity to eat lunch. For at least part of the session, however, students are involved in a hands-on activity.

Evaluation

Preassessment and postassessment measures are identical:

1) Eating Attitude Survey (*Food, Eating, and Me*)

2) Nutrition Knowledge Test (*Do You Know?*)

3) Three Day Food Record

4) Height and Weight

5) Fitness Tests (President Physical Fitness)

Monitoring of Behavior Change:

An integral part of each session is the small reward for achieving behavior change in small increments as individuals or as a group. Peer pressure works to the benefit of all participants if rewards are given for group success. Behavior change is measured in small steps. Each session ends with a behavior goal for completion by the next session, and begins with rewards for achievement. Rewards used on a weekly basis are pencils and other small non-food items which appeal to the "fad-of-the-week" adolescent. Group rewards might include field trips to restaurants or exercise facilities.

Follow-up:

To assess long-term behavior change, participants would complete the eating attitude test, nutrition knowledge test, and a Three-Day Food Record six months and a year after the program completion. Longer term assessment is advisable if it is possible.

Involvement of Parents, School, and Community

1) Body Power was designed with the cooperation of principals, physical education, health, home economics teachers, and public health nurses.

2) The involvement of parents and community members was crucial in setting up field trips which were learning experiences, as well as rewards for the participants.

3) Parent letters of permission were required for all participants. Parents were updated on a regular basis by letter, of the topics of the sessions and were advised of ways they could help their adolescents be successful in changing targeted behavior.

Recruitment of Participants

1) Explanation of the Body Power program was given to the entire student body through the health classes. Parental permission forms were given to those who requested them, and a due date given. Information was printed in the school newsletter sent to parents.

2) Recommendations from teachers and parents were accepted when an adult felt an adolescent would be particularly in need of the program because of a specific problem with weight management.

3) Students were accepted on a first-come, first-served basis to the limit determined. In one instance, response from students warranted two sessions during the school week.

4) Participants also needed parental permission to withdraw from the program. If students were absent without an excuse, parents were notified after the second absence (in the longer courses).

PRE-SESSION

PRE-SESSION

******This session will be targeted for all students who will be completing a Three-day Food Record. It might include not only all of the participants in the program, but a larger population of similar adolescents. In the original Body Power program, all students in three grades of the middle school completed all evaluation measures, before and after the teaching of the program, including Three-day Food Records.**

PreSession: Food Records; Remembering What You Ate

Objectives: The learner will:

1. Know the procedure for accurately recording foods for a food record.
2. Determine serving sizes of food eaten for food records.

Materials Needed:

Handouts:

Portion Sizes for Evaluating Food Records
3 *Food Record* sheets for each student
Instructions for Completing a Three-Day Food Record
A Montana Kid (Revised)

Scale, measuring cups (dry and liquid), measuring spoons, bowls, glasses and plates (several sizes of each).
Water or other liquid, dry ready-to-eat cereal, potato chips, popcorn, and meat or meat food models to use for showing portion sizes.

Notes to Leader:

For useful data on food records, quality control is important. The more complete and precise the data, the more the results can be a measure of change. Three days of food records are used in this program, with two days during the week and one weekend day. Participants must be urged to record typical days and to be honest in the recording. A one day food record can be used, but the more days of diet collection, the better the sample for comparison.

Arrangements to collect three day food records from students, analyze data on computers, and return computer information plus an explanation of the diet analysis to students (and parents) should be made during this presession.

Learning Activities:

Introduction: Leader will display three bowls and glasses of various sizes. Define "serving size". Explain perceptions of serving size. Explain importance of accurate serving size on food records. Using dry ready-to-eat cereal and milk or water, have student volunteers attempt to pour out one serving of cereal and milk for a large person, a medium size person, and a small person or child. (Use the Three Bears and Goldilocks characters, if comfortable.) Students then determine by measuring what amount is one serving as listed on the box of cereal or by measuring 8 ounces of liquid. Compare to cereal and liquid poured into bowls and glasses.

1. Using a pair of dice, a cassette tape or a deck of cards, and a tennis ball, explain how visualizing an ounce of cheese, 2-3 ounces of meat, or a medium size piece of

fruit as other objects often helps determine serving size. Discuss meat serving sizes. (Weigh 2-3 ounces of meat if available. Ask the school food manager/cook for some.) Give handout of ***Portion Sizes for Evaluating Food Records*** and discuss.

2. Students weigh an ounce of potato chips and count number. Compare a serving size of potato chips to a serving of popcorn.

3. Students complete a sample 24 hour recall for the last day. They can ask the leader questions concerning accuracy and specificity.

Evaluation:
Three day food records which are complete and accurate during program will assess knowledge of procedures of food records.

References:
National Dairy Council. 1989. *Guide to Good Eating*. Rosemont, IL.

Connecticut Cooperative Extension Service. 1986. *The Food Recall: Hows and Whys*. The University of Connecticut, Storrs.

Ideas for Other Activities:
1. Leader shows an overhead transparency or uses a handout of a sample three day food record for *A Montana Kid*. Students determine all foods which need to be explained more specifically for a computer to know what Monty really ate. Discuss recording of butter or margarine, mayonnaise or salad dressing, dressing put on salads, and other condiments. Discuss types of milk, kind of bread, preparation of meat, and other specifics of food records. Discuss inclusion of all foods and drinks consumed, not just those at meals. Suggest students write information on food records at a regular interval during the day (every three or four hours, for example) instead of trying to remember 24 hours of food and drinks at one time.

PORTION SIZES FOR EVALUATING FOOD RECORDS

DAIRY PRODUCTS

Fluid milk	1 cup
Nonfat dry milk	1/3 cup
Canned, evaporated milk	1/2 cup
Yogurt	1 cup
Cottage cheese	1/2 cup
Cheese	1 oz.
Ice cream	1/2 cup

VEGETABLES

Cooked	***1/2 cup***
Broccoli (raw or cooked)	2 medium spears or 1/2 cup
Potato	1 small or 1/2 cup
Corn	1 medium ear or 1/2 cup
French fries	8
Potato chips	1 oz. or 15
Raw	
Carrot strips	6 4-inch
Celery	2 stalks
Tomato	1/2
Tossed salad	2 cups

FRUITS

Juice	1/2 cup
Raw	***1 piece***
Banana	1/2
Apricots	2
Grapefruit	1/2
Cantaloupe	1/4 small
Honeydew melon	1/8 medium
Watermelon	1 cup
Plums	2
Prunes	2
Raisins	2 Tbsp.
Cooked	***1/2 cup***

BREAD AND CEREAL

Bread (any kind)	1 slice
Bagel	1/2
English muffin	1/2
Hamburger or hotdog bun	1/2
Tortilla - 6-inch	1
Biscuit	1
Cornbread - 2" x 2" x 1"	1 piece
Muffin	1 small
Pancake 5" x 1/2 "	1
Waffle 5" x 1/2 "	1
Graham cracker - 2 1/2 " sq.	2
Saltine cracker	6
Butter-type cracker	5
Pretzels 3 1/8 " x 1/8 "	25
Popcorn	3 cups
Cereal - ready to eat	3/4 - 1 cup
Cooked cereal	1/2 - 3/4 cup
Shredded wheat	1 biscuit
Rice, pasta	1/2 cup
Frybread	1 piece equal in size to 1 slice of bread

MEAT

All meats, poultry, fish	3-4 ounces
Chicken breast	1/2
Chicken drumsticks	2
Chicken thighs	2
Chicken wings	4
Peanut butter	2 Tbsp.
Eggs	2
Beans, peas, lentils (cooked)	1/2 cup
Nuts	1/4 cup

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INSTRUCTIONS FOR COMPLETING A 3-DAY FOOD RECORD

The purpose of the 3-day food record is to provide you with an idea of the nutritional quality of your typical diet. In order for it to be meaningful, it is important for you to follow some guidelines in filling out the food record.

Please record your total intake (all the food you eat) for 3 days, including 2 week days and 1 weekend day. These days do not have to be consecutive. Please use days that are fairly typical for you.

Be as specific as possible about the type and amount of food you ate. For example, if you ate cereal, please indicate the type; indicate the type of bread such as white, whole wheat, rye, French, etc. If cereal was eaten, indicate whether or not milk was added and if so, what kind, whole, 2%, or skim. Estimate how much cereal you ate (1 cup, 2 cups, etc.) If bread or rolls were eaten, indicate whether butter or margarine were used. If margarine was used, was it regular or soft? For meat which was eaten, it is helpful if you indicate how it was cooked (broiled, fried, etc.) If a salad was eaten, please indicate what kind of salad; if it was a green salad or a salad bar salad, indicate what was in the salad besides lettuce. Also, since most people put salad dressing on salads, indicate if dressing was used and what kind.

Thank you for spending the time to provide an accurate report of your food intake.

Name: _____ Age: _____ Date: _____

Weight: _____ Height: _____ Sex: _____

BE HONEST!

Please use one sheet per day to list your intake per meal.

Meal	Amount (1 C or 1 tsp)	Food Please be specific. For example...*whole wheat bread, 2% milk, etc.*
Breakfast: Beverage:		
Snack: 		
Lunch: Beverage:		
Snack: 		
Dinner: Beverage:		
Snack: 		

Name: A Montana Kid Age: 12 Date: Tuesday, 12/13

Weight: 70 lbs Height: 4'11"

BE HONEST!

Please use one sheet per day to list your intake per meal.

Meal	Amount (1 C. or 1 tsp.)	Food Please be specific. For example...*whole wheat bread, 2% milk, etc.*
Breakfast:		
	Bowl	Cereal
	glass	Juice
Beverage:		
Snack:		Snickers
Lunch:	some	School lunch:
		Burger
		Chips
Beverage:		
Snack:		Ice Cream
Dinner:	1	Spaghetti
	1	Banana
	1	Bread
Beverage:	glass	Milk
Snack:		Popcorn

Name: A Montana Kid Age: 12 Date: Tuesday, 12/13

Weight: 70 lbs Height: 4'11"

BE HONEST!

Please use one sheet per day to list your intake per meal. Revised

Meal	Amount (1 C. or 1 tsp.)	Food Please be specific. For example...whole wheat bread, 2% milk, etc.
Breakfast:		
	~~Bowl~~ 1c	Cereal (cheerios)
	~~glass~~ 6oz	Juice (orange)
	1/2 c	Milk (2%) on cereal
	1 slice	whole wheat toast
	1 pat	butter
Beverage:		
Snack:	4	Snickers (snack size)
Lunch:	~~some~~	School lunch:
	1	Ham Burger, 1 slice cheese, 1 white bun
	1 small bag	Chips (corn)
	1 T.	ketchup
	1 piece	lettuce
	1	medium apple
	1/4 c.	potato rounds - baked
Beverage:	1 c.	milk (whole)
Snack:	1/2 c	Ice cream (vanilla)
	1 T	chocolate fudge sauce
	1 T	peanuts
Dinner:	1 c.	Spaghetti (with meat sauce)
	2 T.	Parmesan cheese on top
	1	Banana (small
	1 piece	Bread (French), no butter
	glass (8oz)	Milk (whole)
Beverage:		
Snack:	2 cups	Popcorn, buttered, no salt

SESSION 1

INTRODUCTION and SETTING GOALS

Session 1: Introduction; Setting Goals

Objectives: The learner will:
1. Understand Body Power objectives and requirements.
2. Set realistic goals for self for exercise/activity.
3. Understand some basic principles of changing behavior.

Materials Needed:
Handouts:
Individual Record Books (Body Power)

Notes to Leader:

Change of any kind is difficult. Behavior reinforcement is the key to change, not knowledge. Changing home and family environment is an important factor in reinforcing change. Change is easier if it is simplified and in small steps. As leaders, we can facilitate change by focusing on positive behaviors. Adolescents (and adults) have longer-lasting behavior change if setting their own goals as a personal plan. Rewards for small changes reinforce those behaviors.

Exercise is an important component in weight management for children and adults. Even moderate exercise several times a week has been shown to be effective in increasing fitness, as well as raising self esteem.

Learner Activities:
1. Leader will discuss program objectives and expectations, as well as answer questions.

2. Students each receive a copy of individual record books (*The Body Power)* with space to record self contract and exercise log.

3. Discuss setting realistic goals for self. Explain that interest and importance of weight management for students is high, many girls want to be slender like models while many boys want to have a trim body with muscle development evident. It is important for kids to determine if the body they desire and the goals they set in that direction are really possible for them. Basic body build is determined by many factors other than diet and exercise. Realistic goals for weight loss or weight/muscle gain must take into consideration how much loss or gain is reasonable, how fast weight loss or gain is reasonable (it may have taken years to put on extra pounds; loss may take some time also), and if the weight loss or gain can be maintained.

Explain reward system for goals reached as group, and option of setting additional individual rewards for goals.

4. Set exercise goal of 5 times per week. Discuss options available for exercise.

5. Discuss support and encouragement available from family and friends to reach exercise goal.

Evaluation:
Leader inquires at end of session whether each person's goal for next week is realistic, small, and part of a personal plan. Students ask questions, if necessary.

Behavior Change Goal for Next Session: 5 days of exercise

References/Resources:

Peck, E.B. and H.D. Ullrich. 1988. *Children and Weight: A Changing Perspective.* Nutrition Communications Associates, Berkeley, CA.

Pagenkopf, A.L. 1990. *Youth at Nutritional Risk: Weight Management*. Montana State University Extension Service, Bozeman, MT.

Ideas for Other Activities:

1. Students decorate room for session with posters and sayings which they think will serve as motivation for behavior change.

2. If available, students should get individual counseling sessions with county extension agent, state extension specialists in food and nutrition, or other qualified health professional for setting realistic individual goals.

3. Parent letters are sent out. Students can be encouraged to discuss the letter with parents, and even have a parent sign the letter and return it to program leader.

NAME:

BIRTHDATE:

TELEPHONE NUMBER:

BEGINNING:

Weight _____
Height _____
Body Fat _____
Body Measurements _____
_____
_____
_____

ENDING:

Weight _____
Height _____
Body Fat _____
Body Measurements _____
_____
_____
_____

BODY
POWER

EXERCISE DIARY		
	Activity	**Time Spent**
Week		
1.		
2.		
3.		
4.		
5.		
Week		
1.		
2.		
3.		
4.		
5.		
Week		
1.		
2.		
3.		
4.		
5.		

Body Power Self-Contract

I, _____,

have joined Body Power to (describe why) _____

_____

_____

_____ .

I also agree to increase my physical exercise by agreeing to 30 minutes of an aerobic exercise at least 5 days per week.

I will begin working on these goals on _____ .

_____ _____

Your Signature *Witness's Signature*

EXERCISE DIARY		
	Activity	Time Spent
Week		
1.		
2.		
3.		
4.		
5.		
Week		
1.		
2.		
3.		
4.		
5.		
Week		
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EXERCISE DIARY		
	Activity	Time Spent
Week		
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Week		
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Week		
1.		
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3.		
4.		
5.		

YOUTH AT NUTRITIONAL RISK

WEIGHT MANAGEMENT

Issue:

Overweight is increasing among children and adolescents.

Between 1963 and 1980 there was an increased incidence in obesity among all children over the age of 6.

Age Group (yr)	Increased Incidence in Obesity (%)
6-11	54
12-17	39

Age Group (yr)	Increased Incidence in Super-Obesity (%)
6-11	98
12-17	64

Obese children are defined as those children with skinfold thicknesses at the 85th percentile or above. Super-obesity is defined as children with skinfold thicknesses at the 95th percentile or above.

Causes:

Lack of exercise is the most often suggested cause of the increase. Apparently, children are not eating more; but with lower levels of exercise, the amount eaten is too much. The time spent watching television or playing games on computers is also thought to contribute to the lack of exercise.

The ready availability of tasty foods in an environment where the child has decisionmaking power could also be one of the problems. With adults out of many homes during daytime, children are making nutrition decisions. They make these decisions in most cases with no education or background about nutrition. Societal desires tend to be for crisp, crunchy food which is often high in fat. Although the fat content of the average American diet has decreased in the past few years, it is still higher than many consider appropriate.

Genetics play a role in obesity among children. Some children inherit the tendency to use calories more efficiently than others. Adoptive children have bodies which resemble their biological parents more than those bodies of their adoptive parents. In order to maintain normal weight, it is necessary for genetically predisposed children in our society to make special adjustments in eating and exercise habits.

Self-esteem is also a factor in the area of obesity of children. Those with low self-esteem are likely to turn to food for comfort. A child who is overweight is often ridiculed by others, which simply reinforces his/her poor self-esteem.

Treatment:

There is no easy means of treating overweight or obesity in children. It is recommended that among the treatments is the need to improve self-esteem. With strong self-esteem a child is more likely to be successful at weight management/loss.

Increased exercise is important for many children who have a tendency to be overweight. For young children this often means involvement of parents and/or the rest of the family. Because of our busy lifestyles, family exercise has become rare. Involvement in structured exercise programs may be effective. The activity must be continuous to have the desired effect. Simply joining a baseball team during the summer will not solve the problem. Summer camps for overweight children are popular. They can promote behavior modification, but the findings have been that unless the total environment for the child is changed, the progress is often temporary.

Control of food available is a means by which parents of young children can limit the intake of low-nutrient, high-fat foods. Children are likely to eat what is available. Older children are more independent in their choices. It was observed in a high school that students will often choose the more nutritious snacks if they are available.

Drastic diets are not recommended for children who are still growing unless they are massively obese. In the case of massive obesity, any program should be managed by a health care team. For growing children, it is often adequate to maintain their weight while they grow taller. Teenagers, especially girls, tend to place themselves on drastic diets. Yoyo dieting often results in a regain of lost weight along with other negative health effects which may be long lasting. Teenagers can healthfully lose weight if it is lost slowly (no more than 2 pounds per week). Skipping meals has been shown to be an activity which does not contribute to healthful weight loss or to long-term maintenance.

Prevention:

Helping small children to develop good eating and exercise habits is important. Responding to internal cues of hunger and satisfaction can be overridden by a parent's urging to take "one more bite" or "clean up your plate."

Young children and teenagers need guidance to know which foods contribute the most calories and fat to their intake.

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SESSION 2

KEEPING TRACK, FOOD GROUPS and EXCHANGES

Session 2: Keeping Track of What You Eat
Food Groups and Exchanges

Objectives: The learner will:

1. Utilize a wallet with tokens for tracking food eaten, thereby becoming aware of food eaten.
2. Review food groups and exchanges in a balanced daily diet.

Materials Needed:

Handouts:

A Montana Kid (revised)

Winning at Losing...Forever, Bulletin 1305, Montana State University Extension Service, 1984. (or photocopies of section entitled *The Eating Guide,* pp. 18-27)

Token System Wallets (if available)

Notes to Leader:

Adolescents of today may be the first generation of children raised by parents who were/are always "on a diet." Although dieting by children may be an acceptable practice by peers and some parents, most adolescents know little about balanced eating. Health professionals are concerned with the dangers of children limiting calorie intake at crucial growth periods, as well as setting patterns of poor eating for a lifetime. This lesson stresses guidance toward an eating plan rather than a diet.

As calorie levels decrease for some adolescents or because their calorie level is presently low, the need for quality in the diet increases. There is little room for low nutrition foods for some adolescents. For others, additional calories are necessary for growth and energy. Although nutrient dense foods are still most desirable for adolescents with high energy needs, there is less concern about occasional foods with less nutrient density. Eating a variety of foods over a period of time is important in both high calorie and low calorie eating plans in order to receive the 45 or more nutrients needed by the body.

Very few people are aware of how, what, and why they eat. This lesson utilizes a system of tokens for tracking what is eaten daily. For most adolescents, a week or less of tracking food intake brings greater awareness of food patterns and more potential for change.

Learning Activities:

1. Leader explains importance of awareness of food patterns and some form of monitoring of eating habits if change is to take place. Examples of students in previous programs who were surprised at own eating habits might be used, as well as examples of how small changes were then easier after some monitoring had been done.

Explain the use of the wallet windows with tokens as a tracking device. Stress that this is <u>not a diet</u>, but simply a method of monitoring food intake for a short period of time. The number of tokens in the wallet (4 bread, 3 milk, 3 vegetables, 2 fruit, 7 meat, 5 fat) is the minimum number of exchanges for most adolescents. Many participants will, <u>and should,</u> eat more exchanges than tokens. This token system helps assure variety in the diet. With

the help of the pamphlet or pages from the pamphlet, Winning at Losing...Forever, explains the exchange system and describes briefly the differences from the Food Groups with which most adolescents are familiar. Discuss how "combination" foods are tracked (pizza and tacos, for example) and how fat exchanges are determined. Discuss the category for sweets as a non-essential category.

2. As an example, use the food record from A Montana Kid (Revised) to show how to determine exchanges. Have volunteers use a token wallet to show food exchanges consumed, or have each participant write in exchanges on the handout. Discuss how Monty could have eaten better, as necessary.

3. Ask students to explain the wallet tokens and the exchange system to someone else who is not in the program. Ask them to remember any questions the other person had which the participant could not answer. Those can be discussed during the next session.

Evaluation:

Behavior Change Since Last Session: Exercise 5 times during the week since the last session.

Behavior Change Goal for Next Session: At least 3 milk exchanges in each day for five days.

References/Resources:

Travis Susan. 1985. *It's Your Move:* Cornell Cooperative Extension. Ithaca, New York

Ideas for Other Activities:

1. Parent letter to follow up on exchange system. Stress again that this is not a program diet. Also encourages family members to remind participants to use tokens.

2. Participants make a collage of all foods in each exchange category that they like to eat. They should be able to tell how this collage of exchange groups differs from food groups.

3. As time allows, participants complete *Your Nutrition Condition* From Cornell Extension. Discuss how inaccurate it is to simply guess about servings of food groups, but that it will give an indication of variety and quality by a simple means. As time allows, explain more about good food sources of vitamin A, vitamin C, iron, fiber, and quality protein.

Name: A Montana Kid Age: 12 Date: Tuesday, 12/13

Weight: 70 lbs. Height: 4'11"

BE HONEST!

Please use one sheet per day to list your intake per meal. Revised

Meal	Amount (1 C. or 1 tsp.)	Food Please be specific. For example...whole wheat bread, 2% milk, etc.
Breakfast:		
	~~Bowl~~ 1	Cereal (cheerios)
	~~glass~~ 6oz	Juice (orange)
	1/2 c.	Milk (2%) on cereal
	1 slice	whole wheat toast
	1 pat	butter
Beverage:		
Snack:	4	Snickers (snack size)
Lunch:	~~some~~	School lunch:
	1 Hbm	Burger, 1 slice cheese, 1 white bun
	1 small bag	Chips (corn)
	1 T.	Ketchup
	1 piece	lettuce
	1	medium apple
	1/4 c.	potato rounds - baked
Beverage:	1 c.	milk (low fat)
Snack:	1/2 c	Ice cream (vanilla)
	1 T.	chocolate fudge sauce
	1 T.	peanuts
Dinner:	1 c.	Spaghetti (with meat sauce)
	2 T.	Parmesan cheese on top
	1	Banana (small
	1 piece	Bread (French), no butter
	glass (8oz)	Milk (whole)
Beverage:		
Snack:	2 cups	Popcorn, buttered, no salt

From: "Winning at Losing...Forever", Montana State University Extension Service. 1984

The Eating Guide

Most people who begin a weight control program assume that they will be on a diet. The whole concept of "going on a diet" is probably not good because it tends to imply temporariness. Instead of going on a diet, consider adopting the following eating plan. This plan could be followed for the rest of your life.

Some of you may recognize this guide as the Exchange Diet commonly used by diabetics. It allows a wide choice of foods and is flexible enough so that the whole family can use it whether or not they are trying to lose weight.

As you can see in this plan, foods are divided into six groups. Each group contains foods that are similar in composition. Depending upon the calorie level you hope to maintain, you are allowed a specific number of exchanges from each group. If you eat according to this pattern, you will meet the recommendations for a balanced diet according to USDA's food group system.

For an average person the recommendation is not to consume fewer than 1200 calories per day. This is the minimum in which most people can get the nutrients they need. If you find you cannot lose while taking in 1200 calories per day, then the best alternative would be to increase your activity level.

The following indicates the number of exchanges in each food group to eat in order to stay within a specified calorie level. Some will think that this is too much food. However, consuming this amount of food will help satisfy hunger while providing nutrients in a low-calorie intake.

Diet Composition to Maintain a Balanced, Limited-Calorie Diet

	1200 cal	1400 cal	1600 cal	1800 cal
Milk exchanges	2	2	3	3
Vegetable exchanges	2	3	4	4
Fruit exchanges	3	4	4	4
Bread exchanges	5	6	6	7
Meat exchanges	5	5	6	7
Fat exchanges	5	6	8	9

This eating plan allows consumption of just about any food and even alcoholic beverages. The important thing is not to exceed the exchanges allowed. This number has to serve for both meals and snacks. Most people use the 1200 calorie level while they are losing weight and then go to one of the higher calorie levels to maintain that loss.

Some foods that you may eat will cost you exchanges from more than one group. For instance, if you choose one cup of whole milk, that uses one exchange from the milk group but also uses two exchanges from the fats. A biscuit is worth one bread exchange and one fat exchange. Using the foods from the meat group is a little more complicated since there are three subgroups, divided on the basis of fat content. For each ounce of medium-fat meat eaten, it is necessary to use one half of a fat exchange. For high-fat meats, one fat exchange is used for each ounce in addition to the meat exchange.

Many foods listed are dessert items that diabetics don't usually eat. They are listed so that you need not feel that you are depriving yourselves of sweets, as long as you have planned to include them within your allowed exchanges. Exchange values are also listed for alcoholic beverages, many prepared foods and common "fast" foods.

MILK EXCHANGES* (each exchange contains approximately 80 calories)

Skim or non-fat milk	1 cup
Powdered (non-fat dry, before adding liquid)	1/3 cup
Canned, evaporated (skim milk)	1/2 cup
Buttermilk made from skim milk	1 cup
Yogurt made from skim milk (plain, unflavored)	1 cup
Low-fat fortified milk	
1% fat fortified milk (omit 1/2 fat exchange)	1 cup
2% fat fortified milk (omit 1 fat exchange)	1 cup
Yogurt made from 2% fortified milk (plain, unflavored) (omit 1 fat exchange)	1 cup
Whole milk (omit 2 fat exchanges)	
Whole milk	1 cup
Canned, evaporated whole milk	1/2 cup
Buttermilk made from whole milk	1 cup
Yogurt made from whole milk (plain, unflavored)	1 cup

**Note that if you use milk products other than skim or non-fat, fat exchanges must be "spent."*

VEGETABLE EXCHANGES (each exchange contains approximately 25 calories)—one serving = 1/2 cup

Asparagus
Bean sprouts
Beets
Broccoli
Brussels sprouts
Cabbage
Carrots
Cauliflower
Celery
Cucumbers
Eggplant
Green pepper
Greens:
- Beet
- Chard
- Collards
- Dandelion
- Kale
- Mustard
- Spinach
- Turnip

Mushrooms
Okra
Onions
Rhubarb
Rutabaga
Sauerkraut
String beans, green or yellow
Summer squash
Tomatoes
Tomato juice
Turnips
Vegetable juice cocktail
Zucchini

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The following *raw vegetables* may be used as desired.

Chicory	Lettuce
Chinese cabbage	Parsley
Endive	Radishes
Escarole	Watercress

Starchy vegetables are found in the bread exchange list.

FRUIT EXCHANGES (each exchange contains approximately 40 calories)

Apple	1 small
Apple juice	1/3 cup
Applesauce (unsweetened)	1/2 cup
Apricots, fresh	2 medium
Apricots, dried	4 halves
Banana	1/2 small
Berries	
Blackberries	1/2 cup
Blueberries	1/2 cup
Raspberries	1/2 cup
Strawberries	3/4 cup
Cherries	10 large
Cider	1/3 cup
Dates	2
Figs, fresh	1
Figs, dried	1
Grapefruit	1/2
Grapefruit juice	1/2 cup
Grapes	12
Grape juice	1/4 cup
Mango	1/2 small
Melon	
Cantaloupe	1/4 small
Honeydew	1/8 medium
Watermelon	1 cup
Nectarine	1 small
Orange	1 small
Orange juice	1/2 cup
Papaya	3/4 cup
Peach	1 medium
Pear	1 small
Persimmon, native	1 medium
Pineapple	1/2 cup
Pineapple juice	1/3 cup
Plums	2 medium
Prunes	2 medium
Prune juice	1/4 cup
Raisins	2 tablespoons
Tangerine	1 medium

Cranberries may be used as desired if no sugar is added.

BREAD EXCHANGES (each exchange contains approximately 70 calories)

Includes bread, cereal and starchy vegetables

Bread	
White (including French and Italian)	1 slice
Whole wheat	1 slice
Rye or pumpernickel	1 slice
Raisin	1 slice
Bagel, small	1/2
English muffin, small	1/2
Plain roll, bread	1
Frankfurter roll	1/2
Hamburger bun	1/2
Dried bread crumbs	3 tablespoons
Tortilla, 6"	1

Cereal	
Bran flakes	1/2 cup
Other ready-to-eat unsweetened cereal	3/4 cup
Puffed cereal (unfrosted)	1 cup
Cereal (cooked)	1/2 cup
Grits (cooked)	1/2 cup
Rice or barley (cooked)	1/2 cup
Pasta (cooked)	1/2 cup
Spaghetti, noodles, macaroni	
Popcorn (popped, no fat added)	3 cups
Cornmeal (dry)	2 tablespoons
Flour	2-1/2 tablespoons
Wheat germ	1/4 cup

Crackers	
Arrowroot	3
Graham, 2-1/2" sq.	2
Matzoth, 4" × 6"	1/2
Oyster	20
Pretzels, 3-1/8" long × 1/8" dia.	25
Rye wafers, 2" × 3-1/2"	3
Saltines	6
Soda, 2-1/2" sq.	4

Dried beans, peas & lentils	
Beans, peas, lentils (dried and cooked)	1/2 cup
Baked beans, no pork (canned)	1/4 cup

Starchy vegetables	
Corn	1/4 cup
Corn on the cob	1 small
Lima beans	1/2 cup
Parsnips	2/3 cup
Peas, green (canned or frozen)	1/2 cup
Potato, white	1 small
Potato, mashed	1/2 cup
Pumpkin	3/4 cup
Winter squash	1/2 cup
Acorn or butternut	
Yam or sweet potato	1/4 cup

Prepared foods	
Biscuit, 2" dia. (omit 1 fat exchange)	1
Corn bread, 2 × 2 × 1" (omit 1 fat exchange)	1
Corn muffin, 2" dia. (omit 1 fat exchange)	1
Crackers, round butter type (omit 1 fat exchange)	5
Muffin, plain small (omit 1 fat exchange)	1
Potatoes, French fried, length 2" to 3-1/2" (omit 1 fat exchange)	8
Potato or corn chips (omit 2 fat exchanges)	15
Pancake, 5" × 1/2" (omit 1 fat exchange)	1
Waffle, 5" × 1/2" (omit 1 fat exchange)	1

MEAT EXCHANGES (each exchange contains approximately 55 calories)

Lean Meat	**Amount in 1 Exchange**
BEEF: baby beef (very lean), chipped beef, chuck, flank steak, tenderloin, plate ribs, plate skirt steak, round (bottom, top), all cuts rump, spare ribs, tripe	1 oz.
LAMB: leg, rib, sirloin, loin (roast and chops), shank, shoulder	1 oz.
PORK: leg (whole rump, center shank), ham, smoked (center slices)	1 oz.
VEAL: leg, loin, rib, shank, shoulder cutlets	1 oz.
POULTRY: meat without skin of chicken, turkey, Cornish hen, Guinea hen, pheasant	1 oz.
FISH: any fresh or frozen	1 oz.
Canned salmon, tuna, mackerel, crab and lobster	1/4 cup
Clams, oysters, scallops, shrimp	5 or 1 oz.
Sardines, drained	3
Cheeses containing less than 5% butterfat	1 oz.
Cottage cheese, dry and 2% butterfat	1/4 cup
Dried beans and peas (omit 1 bread exchange)	1/2 cup

Medium-Fat Meat

For each exchange used, omit 1/2 fat exchange

BEEF: ground (15% fat), corned beef (canned), rib eye, round (ground commercial)	1 oz
PORK: loin (all cuts tenderloin), shoulder arm (picnic), shoulder blade, Boston butt, Canadian bacon, boiled ham	1 oz
Liver, heart, kidney and sweetbreads	1 oz
Cottage cheese, creamed	1/4 cup
CHEESE: mozzarella, ricotta, farmer's cheese, Neufchatel	1 oz
Parmesan	3 tablespoons
Egg	1
Peanut butter (omit 2 additional fat exchanges)	2 tablespoons

High-Fat Meat

For each exchange used, omit 1 fat exchange

BEEF: brisket, corned beef (brisket), ground beef (more than 20% fat), hamburger (commercial), chuck (ground commercial), roasts (rib), steaks (club and rib)	1 oz
LAMB: breast	
PORK: spare ribs, loin (back ribs), pork (ground), country style ham, deviled ham	1 oz
VEAL: breast	
POULTRY: capon, duck (domestic), goose	1 oz
CHEESE: cheddar types	1 oz
Cold cuts	4-1/2" × 1/8" slice
Frankfurter	1 small

FAT EXCHANGES (each exchange contains approximately 45 calories)

Avocado (4" in diameter)	1/8
Bacon, crisp	1 strip
Bacon fat	1 teaspoon
Butter	1 teaspoon
Cream, heavy	1 tablespoon
Cream, light	2 tablespoons
Cream, sour	2 tablespoons
Cream cheese	1 tablespoon
French dressing	1 tablespoon
Italian dressing	1 tablespoon
Lard	1 tablespoon
Margarine, soft, tub or stick	1 teaspoon
Mayonnaise	1 teaspoon
Nuts	
Almonds	10 whole
Peanuts	
Spanish	20 whole
Virginia	10 whole
Pecans	2 large whole
Walnuts	6 small
Other	6 small
Oil, corn, cottonseed, safflower, soy, sunflower, olive, peanut	1 teaspoon
Olives	5 small
Salad dressing, mayonnaise type	2 teaspoons
Salt pork	3/4-inch cube

OTHER EXCHANGES

Liquor	Amount	Exchange
Gin, rum, Scotch, vodka, whiskey (80 proof = 96 calories; 100 proof = 120 calories)	1-1/2 oz.	2-3 fat exchanges
Dry wine (unsweetened) (approximately 70 calories)	3-1/2 oz.	1-1/2 fat exchange
Beer (low-calorie) (approximately 90 calories)	12 oz.	2 fat exchanges

Breakfast foods	Amount	Exchange
100% Quaker natural cereal	1/4 cup	1 bread + 1 fat
Heartland cereal	1/4 cup	1-1/2 bread
Carnation Instant Breakfast (made with whole milk)	1 cup	1 bread, 1 meat, 1 fruit, 1 milk, 2 fat
Toaster pastry, plain	1 pkg	2 bread, 1 fat
Toaster pastry, fruit flavored		

Soups (prepared from condensed soup according to directions)	Amount	Exchange
Beef	1 cup	1/2 bread
Beef noodle	1 cup	1/2 bread
Clam chowder	1 cup	1/2 bread, 1/2 vegetable
Clam chowder	1 cup	1 bread
Cheddar cheese	1 cup	1 bread, 2 fat, 1/2 milk
Chicken noodle	1 cup	1/2 bread
Chicken noodle "o"	1 cup	1/2 bread
Chicken and stars	1 cup	1/2 bread
Chicken and rice	1 cup	1/2 bread
Chicken gumbo	1 cup	1/2 bread
Cream of chicken	1 cup	1/2 bread, 2 fat
Cream of mushroom	1 cup	1/2 bread, 3 fat
Golden mushroom	1 cup	1/2 bread, 2 fat
Noodles and ground beef	1 cup	1/2 bread
Pepper pot	1 cup	1/2 bread
Scotch broth	1 cup	1/2 bread, 1 vegetable
Turkey noodle	1 cup	1/2 bread
Vegetable	1 cup	1/2 bread, 1 vegetable
Vegetable vegetarian	1 cup	1/2 bread, 1 vegetable
Black bean	1 cup	1 bread
Chicken vegetable	1 cup	1 bread, 1 fat
Tomato	1 cup	1 bread

Tomato rice	1 cup	1 bread, 1/2 vegetable
Tomato bisque	1 cup	1 bread, 1/2 fat
Bean with bacon	1 cup	1-1/2 bread, 1 fat
Bean with ham	1 cup	1-1/2 bread, 1 fat
Bean with hot dog	1 cup	1-1/2 bread, 1 fat
Chili beef	1 cup	1-1/2 bread
Robust chili	1 cup	1-1/2 bread
Green pea	1 cup	1-1/2 bread, 2 vegetable
Split pea with ham	1 cup	1-1/2 bread
Chunky Soups:		
Great American Soups		
Delicious beef noodle and dumplings	1 cup	1 meat
Golden cream of chicken	1 cup	1 meat
Hearty vegetable beef	1 cup	1 meat
Chunky Soups by Campbells		
Chunky beef	1 cup	1 meat, 1 bread, 1/2 vegetable
Chunky chicken	1 cup	1 meat, 1 bread
Chunky turkey	1 cup	1 meat, 1/2 bread, 1/2 vegetable
Chunky vegetable	1 cup	1 bread, 1 vegetable
Dried Soups		
Cup of Soup—Lipton, Mrs. Grass, Wylers		
Beef flavor and noodles	3/4 cup	1 vegetable
Chicken flavor and noodles	3/4 cup	1 vegetable
Onion flavor	3/4 cup	1 vegetable
Tomato	3/4 cup	2 vegetable
Spring vegetable	3/4 cup	1 vegetable
Green pea	3/4 cup	2 bread
Bean and bacon	3/4 cup	2 bread
Cream of chicken	3/4 cup	2 bread
Cream of mushroom	3/4 cup	2 bread

Potato Products	**Amount**	**Exchange**
Instant mashed potatoes	1/2 cup	1 bread, 1 fat
Potatoes au gratin	1/2 cup	1 bread, 1 fat, 1 meat
Scalloped potatoes	1/2 cup	2 bread, 1 fat
Hash browns	1/4 cup	1 bread, 1 fat
Birdseye		
Potato patty (frozen)	3 oz.	1 bread, 2 fat
Tater tots (frozen)	1/2 cup	1 bread, 2 fat

Snack foods	**Amount**	**Exchange**
Bacon flavor thins	14	1 bread, 2 fat
Bugles	30	1 bread, 2 fat

Cheese nips	20	1 bread
Chicken-in-a-bisket	3	1 bread, 1 fat
Chippers potato crackers	7	1 bread, 1 fat
Corn chips, taco or tortilla chips	1 cup	1 bread, 1 fat
French onion crackers	9	1 bread
Holland rusk	2	1 bread
Meal mates	5	1 bread
Pretzels (Dutch)	1	1 bread
Pretzels (3 ring)	6	1 bread
Ritz	7	1 bread, 1 fat
Sip 'n Chips	15	1 bread, 1 fat
Sociables	12	1 bread, 1 fat
Triangle thins	15	1 bread, 1 fat
Triscuit	5	1 bread
Waverly Wafer	6	1 bread, 1 fat
Wheat thins	12	1 bread, 1 fat
Whistles	30	1 bread, 1 fat

Desserts	**Amount**	**Exchange**
Ice cream	1/2 cup	1 bread, 2 fat
Cone only	1	1/2 bread
Soft ice cream, no cone	1/3 cup	1 bread, 1-1/2 fat
Ice milk	1/2 cup	1 bread, 1 fat
Sherbet	1/4 cup	1 bread
Brownies		
Plain, not iced	2 × 2 × 3/4	1 bread, 1 fat
Plain, with icing	2 × 2 × 1	1 bread, 2 fat
Cake		
Angel, no icing	1-1/4"	1 bread
Cupcake, no icing	1	1-1/2 bread, 1 fat
Doughnut		
Cake type, plain	1	1 bread, 1 fat
Raised or yeast, plain	1	1 bread, 1 fat
Raised, jelly center	1	2 bread, 1-1/2 fat

Burger King	**Exchanges**
Hamburger	1-1/2 bread, 1 medium fat meat, 1 fat
Double meat hamburger	1-1/2 bread, 3 medium fat meat, 1 fat
Cheeseburger	2 bread, 2 medium fat meat, 1 fat
Double meat cheeseburger	2 bread, 3 medium fat meat, 1-1/2 fat
Whopper Jr.	2 bread, 2 medium fat meat, 2 fat
Whopper Jr. with cheese	2 bread, 2 medium fat meat, 3 fat
Double meat whopper jr. with cheese	2 bread, 3 medium fat meat, 2-1/2 fat
Whopper	3-1/2 bread, 3 medium fat meat, 4-1/2 fat
Whopper with cheese	3-1/2 bread, 4 medium fat meat, 5-1/2 fat
Double meat whopper	3-1/2 bread, 5 medium fat meat, 6 fat
Double meat whopper with cheese	3-1/2 bread, 6 medium fat meat, 6-1/2 fat

Whaler	4-1/2 bread, 4 lean meat, 4-1/2 fat
Whaler with cheese	4-1/2 bread, 5 lean meat, 6 fat
Yumbo	2 bread, 3 medium fat meat, 1 fat
Hot dog	1-1/2 bread, 1 high fat meat, 2 fat
French fries, small	2 bread, 2 fat
French fries, large	3 bread, 3 fat
Onion rings, small	1 bread, 1 vegetable, 1-1/2 fat
Onion rings, large	2 bread, 1 vegetable, 2 fat
Apple pie	3 bread, 1 fruit, 3 fat
Small chocolate or vanilla shake	2-1/2 bread, 1/2 milk, 2 fat
Large chocolage or vanilla shake	3 bread, 1/2 milk, 2 fat
Small strawberry shake	2 bread, 1/2 milk, 1-1/2 fat
Large strawberry shake	3 bread, 1/2 milk, 2 fat

Dairy Queen	**Exchanges**
Hamburger	2 bread, 1-1/2 high fat meat
Cheeseburger	2 bread, 2 high fat meat
Big "brazier"	2-1/2 bread, 3 high fat meat
Big "brazier" with cheese	2-1/2 bread, 3-1/2 high fat meat
Big "brazier" with lettuce and tomato	2-1/2 bread, 3 high fat meat
Super "brazier," the "half-pounder"	2-1/2 bread, 6 high fat meat
Hot dog	1-1/2 bread, 1 high fat meat, 1-1/2 fat
Hot dog with chili	1-1/2 bread, 1-1/2 high fat meat, 2 fat
Hot dog with cheese	1-1/2 bread, 1-1/2 high fat meat, 2 fat
Fish sandwich	3 bread, 2 low fat meat, 2 fat
Fish sandwich with cheese	3 bread, 2-1/2 low fat meat, 2-1/2 fat
French fries, regular	1-1/2 bread, 2 fat
Onion rings	2-1/2 bread, 3 fat

Pizza Hut	**Exchanges**
Thin 'n Crispy	
Beef	3-1/2 bread, 3 high fat meat
Pork	3-1/2 bread, 3 high fat meat
Cheese	3-1/2 bread, 2-1/2 medium fat meat
Pepperoni	3-1/2 bread, 2-1/2 medium fat meat
Supreme	3-1/2 bread, 3 high fat meat
Thick 'n Chewy	
Beef	5 bread, 4 high fat meat
Pork	5 bread, 4 high fat meat
Cheese	5 bread, 3 medium fat meat
Pepperoni	5 bread, 3 medium fat meat
Supreme	5 bread, 4 high fat meat
Anchovies	1/2 low fat meat
Olives	1 fat
Onions	1/2 bread
Green peppers	Free
Mushrooms	Free

Long John Silver's Seafood Shop	**Exchanges**
Fish with batter (2 pc. order)	1 bread, 2 low fat meat, 2-1/2 fat
Peg legs with batter (5 pc. order)	2 bread, 3 low fat meat, 4-1/2 fat
Chicken planks (4 pc. order)	2-1/2 bread, 3 low fat meat, 2-1/2 fat
Treasure chest (2 pc. fish and 2 peg legs)	2 bread, 3 low fat meat, 4 fat
Shrimp with batter (6 av. order)	2 bread, 1 low fat meat, 2 fat
Clams with batter	3 bread, 4 fat
Breaded oysters	4 bread, 3 fat
Fries (3 oz.)	2 bread, 3 fat
Cole slaw (4 oz.)	1 bread, 1 fat
Corn-on-cob with butter	2 bread, 1 fat
Hush puppies (3)	1-1/2 bread, 1 fat

Arthur Treacher's Fish & Chips	**Exchanges**
Fish (2 pieces)	1-1/2 bread, 2 low fat meat, 2-1/2 fat
Chicken (2 pieces)	1 bread, 4 low fat meat, 2-1/2 fat
Shrimp (6 pieces)	2 bread, 1-1/2 low fat meat, 4 fat
Fish sandwich	2-1/2 bread, 2 low fat meat, 3 fat
Chips	2 bread, 3 fat
Krunch pups	1 bread, 1/2 low fat meat, 2-1/2 fat
Cole slaw	3/4 bread, 1-1/2 fat
Lemon luvs (1)	2 bread, 2-1/2 fat
Chowder	3/4 bread, 1/2 low fat meat, 1 fat
Chicken sandwich	3 bread, 1-1/2 low fat meat, 3 fat

McDonald's	**Exchanges**
Hamburger	2 bread, 1 high fat meat
Cheeseburger	2 bread, 1-1/2 high fat meat
Quarter pounder	2 bread, 3 high fat meat
Quarter pounder with cheese	2 bread, 4 high fat meat
Big Mac	2-1/2 bread, 3 high fat meat, 1-1/2 fat
Filet-o-fish	2-1/2 bread, 1-1/2 low fat meat, 3-1/2 fat
French fries, regular	1-1/2 bread, 2 fat
Egg McMuffin	1-1/2 bread, 2 high fat meat, 1 fat
Pork sausage	1 high fat meat, 1-1/2 fat
English muffin, buttered	2 bread, 1 fat
Scrambled eggs	1-1/2 medium fat meat, 1 fat
Hot cakes with butter and syrup	4 bread, 3 fruit, 2 fat
Chocolate shake	1/2 skim milk, 3-1/2 bread, 2 fat
Vanilla shake	1/2 skim milk, 3-1/2 bread, 1-1/2 fat
Strawberry shake	1/2 skim milk, 3-1/2 bread, 1-1/2 fat
Apple pie, cherry pie	1 bread, 1-1/2 fruit, 3-1/2 fat
McDonaldland cookies	3 bread, 2 fat

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SESSION 3

MAKING FOOD CHOICES, DIETARY GUIDELINES

Session 3: Making Food Choices

Objectives: The learner will:

1. Understand the reasons we choose foods to eat.
2. Be encouraged to take responsibility for choices for own health.
3. Be aware of the national guidance of the "Dietary Guidelines" for making food choices.
4. Practice making choices for a healthful diet.

Materials Needed:

Handouts:

Watch the Calories Increase!
Dietary Guidelines for Americans
USDA Food Pyramid

Notes to Leader:

Adolescents make food choices based on a large number of factors, as do adults. Awareness of these influences often allows participants to make wiser food choices. Imitation of others and importance of sharing food are often major influences for adolescent choices of foods.

Adolescents who feel they are in control of their own food choices, at least to a great extent, often feel more satisfaction with their eating patterns. Knowledge that national guidelines exist to help Americans make good food choices is also important to establish a pattern of looking to reliable sources of food information and be aware of normal eating habits.

Participants will practice making healthy food choices and will build on the good eating habits which they already have. Emphasis on positive habits will establish longer term change.

Learning Activities:

1. If the food collage assignment was made during the last session, review food collages which participants constructed.

2. Discuss Food Decisions. Emphasize that we all choose our food for many reasons other than the nutrients in the food (taste, family, friends, advertising). Stress that each person is responsible for food decisions, even when much of the food is prepared by another person. Decisions of what, when, where, and how much food to eat have consequences which we must accept as part of the decision-making process. As time allows, discuss personal reasons that the participants choose to eat specific foods. (If available, utilize the National Dairy Council's "Food...Your Choice", listed in the resources.)

3. If available, give participants the "Dietary Guidelines for Americans" pamphlet, 1990 revision. Discuss very briefly the source of the guidelines and that the guidelines are consistently and accurately updated as necessary. Discuss briefly what participants know

about the Guidelines. Discuss briefly the USDA 1992 Food Guide Pyramid.

4. Examine copies of *Watch the Calories Increase!.* Stress that food choices are most easily made wisely if we have some knowledge of the differences in the foods from which we are choosing. This handout is a sample of why some people choose certain foods, the calorie values. For some adolescents calories are not a concern, but they may want to know more about the nutrients in the food, or how easy the food is to prepare to eat. Note: Comparison cards, food models, or actual food make this activity more graphic. Participants could guess calorie values of foods shown.

5. For the next session, participants can have a contest to determine who can pack the most nutritious lunch in a brown bag. (Encourage them to keep it realistic.) In order to win a bonus prize, they must also be able to eat the entire lunch they packed for the contest.

Evaluation:

Behavior Change Since Last Session: 3 milk exchanges daily for 5 days
Behavior Change Goal for Next Session: 2 vegetables daily for at least 4 days

References/Resources:

National Dairy Council. "Food...Your Choice", Grade 6 (Activity 8), 1987, Rosemont IL. Rosemont, Il

Ideas for Other Activities:

1. Show the video, *Smart Moves,* from National Dairy Council (6:30 minutes). Discuss as time allows using the Leader Guide. This video stresses food choices for adolescents as being real choices.

2. Cooperate with the school lunch manager/cook to obtain copies of weekly school lunch menus offered. Have small groups of participants choose the favorite lunch day menu, and tell why they chose that menu. Have the groups determine (or guess) which day's menu is most nutritious, highest in calories, lowest in calories, best tasting, etc.

3. A field trip to a local pizza restaurant can be arranged. The manager or the leader could explain how pizza could be ordered to be lower in fat, lower in calories, or more nutritious by ordering different toppings or crusts.

Watch the Calories Increase!*

Lower	In-Between	HIGHER
1 cup skim milk (90)	1 cup whole milk (160)	1 cup vanilla milkshake (255)
3½ oz. baked chicken breast (199)	3½ oz. fried chicken breast (232)	3½ oz. crispy batter fried chicken parts (323)
3 oz. lean hamburger (no bun) (185)	3 oz. regular hamburger (no bun) (235)	3½ oz. cheeseburger (no bun) (320)
1 cup raw vegetable salad without dressing (40)	1 cup raw vegetable salad with 1 Tablespoon Italian dressing (123)	1 cup raw vegetable salad with 2 Tablespoons Italian dressing (206)
1 medium baked potato (95)	2/3 cup mashed potato with milk and butter (125)	20 potato chips (228)
1 medium raw apple (80)	1 sweetened baked apple (160)	1/8 of 9-inch apple pie (300)
1 cup plain corn flakes (95)	1 cup sugar-coated corn flakes (155)	½ cup crunchy-type cereal (280)
1 slice bread (55-70)	1 corn muffin (125)	1 Danish pastry (275)

(Calorie values are shown within parentheses.)

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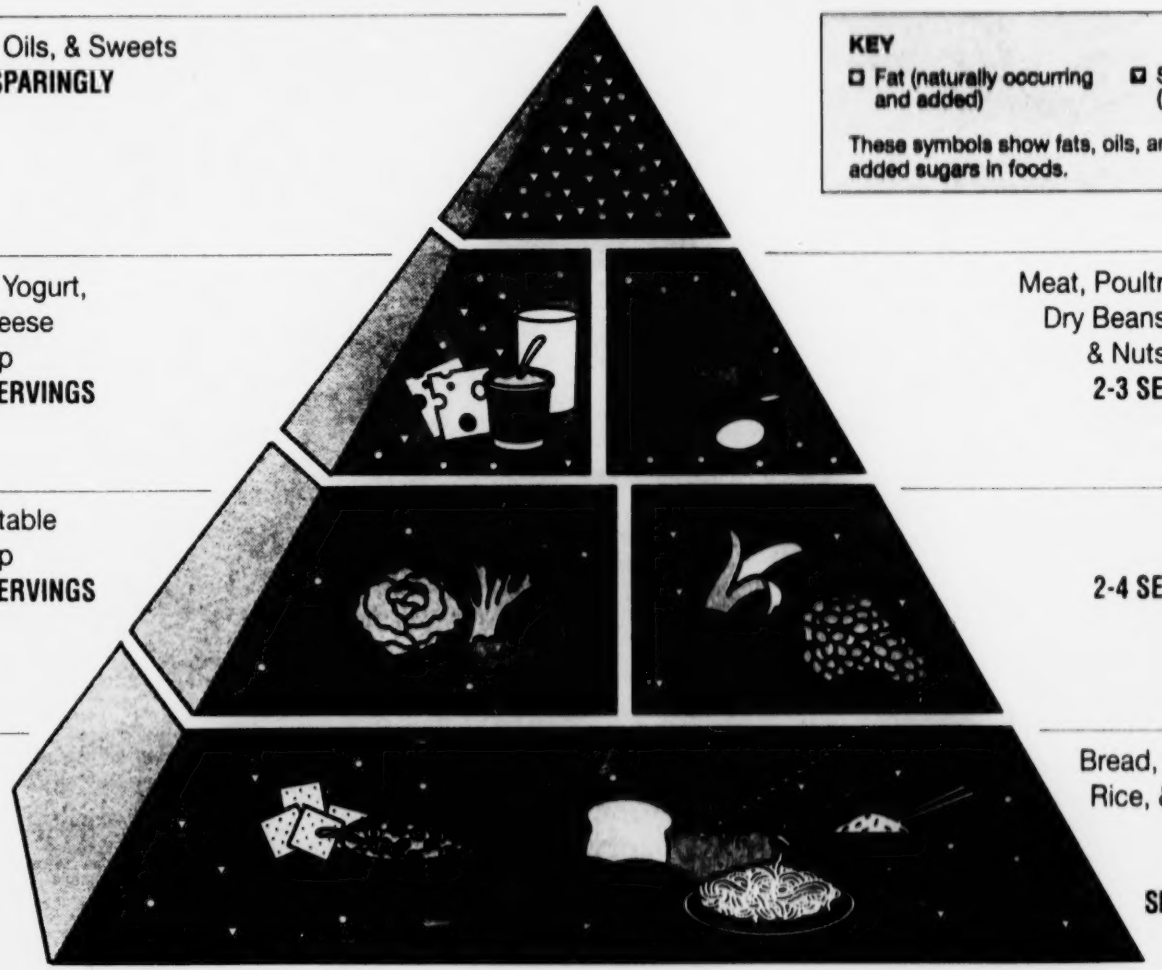
Food Guide Pyramid
A Guide to Daily Food Choices



What's the Best Nutrition Advice?

It's following the Dietary Guidelines for Americans. These are seven guidelines for a healthful diet—advice for healthy Americans 2 years of age or more. By following the Dietary Guidelines, you can enjoy better health and reduce your chances of getting certain diseases—such as heart disease, high blood pressure, stroke, certain cancers, and the most common type of diabetes. These Guidelines are the best, most up-to-date advice from nutrition experts.

- Eat a variety of foods.
- Maintain healthy weight.
- Choose a diet low in fat, saturated fat, and cholesterol.
- Choose a diet with plenty of vegetables, fruits, and grain products.
- Use sugars only in moderation.
- Use salt and sodium only in moderation.
- If you drink alcoholic beverages, do so in moderation.

What is the Food Guide Pyramid?

The Food Guide Pyramid is an outline of what to eat each day based on the Dietary Guidelines. It's not a rigid prescription but a general guide that lets you choose a healthful diet that's right for you.

The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain healthy weight.

Use the Pyramid to help you eat better every day. . . the Dietary Guidelines way. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add 2–3 servings from the milk group and 2–3 servings from the meat group. Remember to go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

Developed as a cooperative effort by:

United States Department of Agriculture
Human Nutrition Information Service
6505 Belcrest Road
Hyattsville, MD 20782

Food Marketing Institute
800 Connecticut Avenue, N.W.
Washington, DC 20006

1992

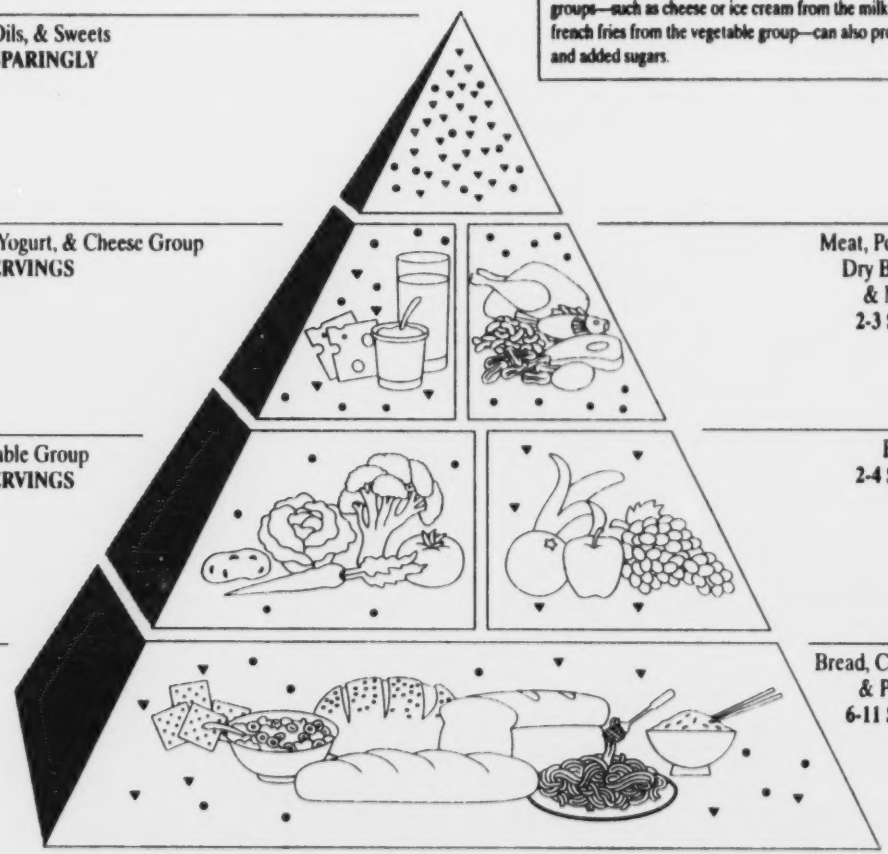
The Food Guide Pyramid

A Guide to Daily Food Choices

Key

- ● Fat (naturally occurring and added)
- ▼ Sugars (added)

These symbols show fat and added sugars in foods. They come mostly from the fats, oils, and sweets group. But foods in other groups—such as cheese or ice cream from the milk group or french fries from the vegetable group—can also provide fat and added sugars.



Looking at the Pieces of the Pyramid

The Food Guide Pyramid emphasizes foods from the five major food groups shown in the three lower sections of the Pyramid. Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one of these major food groups is more important than another—for good health, you need them all.

SESSION 4

SELF ESTEEM - BODY IMAGE

Session 4: Self Esteem/Body Image

Objectives: The learner will:
1. Evaluate own perception of how he/she looks to himself/herself and to others.
2. Have the opportunity to feel more comfortable about personal body shape.
3. Determine what, if any, realistic changes he/she would like to set as "body goals".

Materials Needed:
Handout:

My Packaging
My Body Shape

Two wrapped packages if optional opening is used

Notes to Leaders:

A growing number of children are preoccupied with weight at a younger age. In the United States, approximately 15% of teens are overweight, and a percentage are also underweight. What follows is that, because of societal expectations, many teens are unhappy about their bodies. The recognized problem is that children and teens often desire changes which are unrealistic. Many are looking for perfect bodies, rather than improved bodies.

A person's body image is important because it affects the way he feels and acts. A child is more likely to develop a positive body image through a nutritious diet, physical fitness and a realistic perception about own body size and weight.

Parents and teachers must be positive role models for body image. An adult who praises his own work and personal qualities aloud, and who encourages children to praise themselves and to praise others, enhances a child's self image. Many children (and adults) find it difficult to acknowledge their accomplishments and positive qualities. It is difficult to teach children something which an adult does not have! Appreciating and respecting self is very different from bragging.

Helping children recognize realistic goals and helping them set and achieve those goals is an important part of positive body image. Setting attainable goals, neither too high nor too easy, is most likely to enhance self concept and positive body image.

Learning Activities:

1. **(Optional opening):** Wrap two boxes of the same size, one with pretty paper and a bow, one with plain brown wrapping and string. The pretty box contains nothing inside, and the plain box has a dollar bill inside. The plain box might also be wrapped sloppily.

Ask two participants to choose a box. When they do so, ask why they chose it. They can then unwrap them and the dollar bill can be given to the participant. Lead into the discussion of Activity 1, by saying that many of us are drawn to pretty packages and may choose them (unless we think it is a trick). In some case we learn, however, that a pretty outside doesn't necessarily mean something we like inside, although that can happen too. We can think of our bodies as packages which only are the covering for what is inside. If our wrapping is closer to the plain brown wrapping than the wrapping paper, we do the best we can to make it attractive. (For instance, make sure our tape is on neatly and the string around us is tied in the best way we know.) Do our friends like us because of our wrapping, or is there something good inside which makes them our friends?

2. Explain that many people today are unhappy with the way they look. Ask if a person can have self confidence even if his/her body is not perfect. Explain that those confident people with imperfect bodies might be those who think of their bodies as only packaging (explain more fully if optional opening is not used). In other words, even though all of us want to be good looking packages, what we are deep down is more important.

Using *My Packaging* handout, have participants mark with an H how they think the people at home see them, how their friends see them (F), and how they see themselves (I). Discuss how the three views might be different and why. Suggest that they might verify with their family and friends what really is their view. Discuss that some flaws we worry about in our own bodies may not even be noticed by others.

Have participants complete the three things they like best and like least about their bodies.

Show the diagram of *My Body Shape*. Explain that we are born with bodies which are likely to take on a certain shape because of the genes we inherited. In some cases we can change our body shapes - but more often, those attempts at any drastic reshaping are frustrating and disappointing. Some people spend many years and much money (and might even risk their health) to try to change their body shape, and live a life of discontent. It might be more fruitful to dwell on those things we like about our body and can show off or make better, or to work on those things we don't like which are possible to change.

3. Have participants complete the last section of the handout including how they would like to take better care of their bodies (body goals). Remind them to keep goals realistic, in other words, attainable but not too easy. (If leaders can give examples of what they have written which is realistic, participants find it easier to do so also.)

4. Summary: When others look at you, what do they see?
*your appearance
*your actions
*how you respond to others

Although we have set only "appearance" goals during this session, you might like to write down goals for yourself in relation to your actions and your response to others. What are ways you can be more attractive to others besides your physical appearance?

Evaluation:

Behavior Change Since Last Session: 2 vegetables daily for at least 4 days
Behavior Change Goal for Next Session: exercise 5 times during the week

References/Resources:

Travis, Susan. 1985. *It's Your Move: 4-H Teen Nutrition Education Program.* Cornell Cooperative Extension, New York.

Fallon, April. 1987. *Body Shape & Image.* Food and Nutrition News. National Live Stock and Meat Board. Nov/Dec 1987.

Ideas for Other Activities:

1. Use Physical Growth National Center for Health Statistics Percentiles charts (available from a local doctor or Ross Laboratories) to plot each participant (weight and height). Discuss the broad range of "normal" or average which exists, especially for teens.

2. Participants keep a Victory Log. They record all successes (no matter how small) which they have each day. Discuss advantages of concentrating on the positives in a day.

MY PACKAGING

****

People at home think I'm: (mark on lines with H)

My friends think I'm: (mark on lines with F)

I think I'm: (mark on lines with I)

Fat Just Right Skinny

Tall Just Right Short

****

The three things I like best about my body are:

The three things I like least about my body are:

****

My Body Shape: ___ Endomorph (round and soft)
___ Mesomorph (muscular)
___ Ectomorph (slender)
___ Combination of _____ and _____

Are you trying to change the way you look? How?

Which of the things you like about your body are possible to enhance or make better?

Which of the things you don't like are reasonable and possible to change?

In five years, how would you like to look?

Do you take good care of your body? (exercise, sleep, healthy diet)

What are your "body" goals?

MY BODY SHAPE

Endomorphic-the abdomen tends to be larger than the chest, and all parts of the body are soft and round; the hands and feet are compartively small.

Mesomorphic-the chest is muscular and much larger than the abdomen; body muscles are well-developed and joints are prominent.

Ectomorphic-the whole body is long and lean; muscles are strong and bones are delicate. Hardly any ectomorphic people become obese, no matter how they eat.

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SESSION 5

EXERCISE - ENERGY BALANCE

Session 5: Exercise/Energy Balance

Objectives: The learner will:
1. Explain the terms calorie and energy balance.
2. Understand factors which increase the body's caloric demands.
3. Know the benefits of different types of exercise.

Materials Needed:
Carrot pieces (5 inch) for four volunteers to eat

Notes to Leader:

The importance of a physically active lifestyle for children and adolescents has been the focus of many studies in recent years. It is commonly accepted that children are less physically active than in the past. Long hours of television watching and video game playing have contributed to a sedentary lifestyle for children, taking the place of active play in many instances. Increased obesity is one result. A lifetime habit of a sedentary lifestyle could also be set.

As with adults, children who seek physical activities which they enjoy and in which they can participate easily are more likely to exercise. If weight control is a concern, the importance of exercise along with a carefully chosen diet is stressed. If children understand the concept of energy balance, they might fall prey to exercise and dieting myths less often.

Learning Activities:

1. Carrot Burn Activity: Have four volunteers (who like raw carrots) eat a 5 inch carrot piece. In order to burn up the energy from that carrot, the first volunteer must sit and simply listen (14 minutes); the second volunteer will walk in place (5 minutes); the third volunteer will dance in place for 4 minutes (it must be more strenuous than the walker!); and, the fourth volunteer will run in place for 2 minutes. As the volunteers are burning energy, emphasize to participants that these "caloric expenditures" are only approximate. Each body burns calories at a different rate. The first volunteer will have to note when his "time" is up, since the other activities will lap over his time.

Ask participants if calories are good or bad. Discuss their perceptions of a calorie. Define calorie as a unit of energy consumed in food and used by the body. Stress that is a measurement just like a gallon, an inch, or a mile.

Ask how a person knows how much fuel for energy, or calories, he/she needs. Explain the importance of calories for keeping a body functioning, as well as activities in which he/she participates, for instance the volunteer who just sat burned calories much slower that the dancer or runner. Explain that more calories are necessary for a body going through periods of growth, for example during infancy and during the middle school years.

2. Ask a physical education teacher to discuss the benefits and types of exercise. Stress : the difference between aerobic and anaerobic exercise with examples of each, the myths of "spot reducing" and "no pain, no gain", exercise equipment and routines available locally, and especially, the benefits of exercise for gaining muscle, losing weight, maintaining weight, and toning body.

3. In small groups, ask participants to write a list of twenty ways they can increase the amount of exercise they get in a week even if it is not usually labelled "exercise". Share with large group. Each participant can then write down a simple goal for the next day in relation to increasing exercise.

Evaluation:

Behavior Change Since Last Session: 5 days of exercise/activity
Behavior Change Goal for Next Session: 5 days of exercise

References/Resources:

National Dairy Council. 1987. *You: A Guide to Food, Exercise and Nutrition.* Rosemont, IL

National Dairy Council. 1988. *Super You.* Rosemont, IL

Ideas for Other Activities:

1. If the *You* booklets are available from the National Dairy Council, there are many activities related to energy balance in both the booklets designed for girls and boys.

2. Parent or family involvement in exercise can be encouraged in two ways: through a parent newsletter encouraging involvement, or through a contract with each child and one family member to do some kind of exercise together several times each week for a specified length of time. Ideas for parent involvement with children in exercise are given in Super You cited in the Resource section.

SESSION 6

CHANGING BEHAVIOR and HABITS

Session 6: Changing Behavior/Habits

Objectives: The learner will:
1. Explore reasons kids eat (food cues).
2. Assess how common "rules" of behavior change can be applied to their own situation.
3. Identify the role of family and friends in setting goals to change behavior.
4. List realistic goals to change behavior and steps toward those goals.

Materials Needed:
Handout:
Small Changes

Notes to Leader:

Mark Twain wrote, "Habit is habit. It is not to be flung out of the window by anyone, but coaxed downstairs a step at a time." Twain recognized, as do most of us, that behavioral change of any type is a complex process. No one technique works for people trying to change a behavior. By presenting an array of suggestions in this lesson, participants can choose one or more to individualize their efforts. Understanding principles of setting realistic goals can be helpful to adolescents as they struggle with change. One of the roles of the leader in this session could be to help build and reinforce self-concept to help children believe they can achieve goals they have set.

Parents also have a big effect on whether children can reach their goals. Some families may need suggestions on how to support their children's attempts at behavior change. It is also important to recognize that change of an individual means change in the family to some extent, whether it is positive or negative.

This session helps participants form a framework for change. It is recognized, however, that behavioral reinforcement is the way to change, not education. Recognizing goal achievement, or even progress, has been found to be helpful for participants. A focus on simple, positive methods is also important in promoting change.

Learning Activities:

1. In small groups, list five reasons why people eat or eat certain items, sometimes called eating cues. Share with the large group. (If available, use the examples of eating cues illustrated in *You're SomeBODY* for discussion.)

2. Using the handout, *Small Changes,* each participant lists four or five positive habits he/she would like to develop to be more fit. The habits might have been triggered by eating cues in the first activity, or they might be related to exercise. Stress that in order to be realistic goals, they must be attainable and measurable. The goal must be a person's own goal, not something you think you should do for someone else. The person must really

believe the goal is possible for himself/herself, and only one goal should be set at a time. The participant chooses one goal, and sets a target date to start and to reach the goal. The goal is then broken down into "small changes" or specific steps that one must take to reach the goal.

3. Students list the ways their families and friends can help them attain goals. Role play ways that participants can ask for help on their goals. Also role play saying "no" to friends when they suggest something which will not help meet their goals. Discuss the importance of support in making behavior change.

4. Discuss the importance of rewards for making progress toward and achieving goals. Participants name the rewards which would be logical and possible for goal achievement. Give examples of appropriate rewards for progress and for achievement.

5. When all parts of the *Small Changes* sheet are completed, students will have an individual goal for the next session, instead of a group goal. A wrapup activity could be for the participants to share their goals with a small group, if they feel comfortable doing so. Explain that stating goals publicly often gives extra motivation to reach the goal. The leader will decide if this wrapup activity is appropriate for the specific group of participants.

Evaluation:

Behavior Change Since Last Session: 5 days of exercise
Behavior Change Goal for Next Session: Individually determined

References/Resources:

Corby, Linda & Patti Clark. 1985. *You're SomeBODY: How to Be a Slim Kid.* Fifth House Publishers, Ltd. Saskatoon, Saskatchewan.

Ideas for Other Activities:

1. If participants want to change the habit of always thinking about food, small groups of participants can brainstorm all the ways to keep busy doing other things besides eating.

Name _____
Date _____

SMALL CHANGES

1. List four or five habits you would like to develop to be more fit.

   _____
   _____
   _____
   _____
   _____

2. Circle the habit which is most important to you. It is your goal.

3. Set a target date for starting towards and for reaching that goal.

   _____ _____

4. What things do you have to do to reach that goal? Be specific.

   _____
   _____
   _____
   _____

5. How can your family and friends help you?

   Family Friends

   _____ _____
   _____ _____
   _____ _____

6. What reward will you give yourself if you reach the goal?

   _____

7. What reward will you give yourself if you make progress towards your goal?

   _____

SESSION 7

EATING for COMPETITION

Session 7: Eating For Competition/Activity

Objectives: The learner will:
1. Identify reasons good eating patterns are important for athletes.
2. Analyze appropriate eating patterns for adolescent athletes.
3. Identify change needed in own diet when competing.

Materials Needed:
Handouts:

George Montana Wants to Know
What You need to Know About Sports Nutrition Myths (National Dairy Council)
What You need to Know About Fluid (National Dairy Council)
What You need to Know About Pre-Competition Meals (National Dairy Council)

Food Models
Posters (optional):
The Power of Fluids
The Power of Foods

Notes to Leader:

Becoming a successful athlete requires good genes, good training, and a sensible diet. Optimal nutrition is essential for peak performance, although it is not a "magic bullet". Middle school athletes do best when beginning a sports nutrition regime with sound nutrition principles. Nutritional misinformation can do as much harm to an ambitious athlete as good nutrition can help.

(See "*Youth at Nutritional Risk: Nutrition for Athletes*" for information.)

Learning Activities:

1. Read the sports nutrition quiz, "*George Montana Wants to Know*", to the students. As they hear the six statements, each person should give a thumbs up sign if they believe it is a fact, and thumbs down sign if they believe it is fiction. Discuss the specifics of each statement after their vote on each one, or at the end of all six items. Hand out "*What You Need to Know About Sports Nutrition Myths*" (if available) for clarification.

2. Pre-Game Meal Activity. Hand out and review with students "*What You Need to Know about Pre-Competition Meals*". Groups of four or five students use food models (cardboard, rubber, or pictures from magazines) to create an appropriate pre-game meal for a middle school student who will be playing basketball in three hours. Group members explain their choices to other groups.

3. The Power of Fluids. Review importance of fluids to the athlete with the poster and the handout, "*What You Need to Know About Fluid*". Also discuss importance of water in everyday eating pattern for athletes and non-athletes. Lead into behavior change goal for next session: Drink at least one more glass of water each day for 5 days.

Evaluation:

Behavior Change Goal for Next Session: Drink at least one more glass of water each day for 5 days.

References/Resources:

National Dairy Council. 1991. *Food Power: A Coach's guide to improving performance.* Rosemont, Illinois.

Ideas for Other Activities:

1. Show portion of videotape titled "Nutrition and Athletics" (8:18 minutes) from Eater's Digest: A Guide to Nutrition for Teenagers, (1987) The University of Alabama at Birmingham.

2. Coach's Cooler. As a group, students identify appropriate and appealing foods and drinks which a coach might pack in a cooler for whole team to eat during an out-of-town tournament when the team would be playing two or three games on a Saturday. Make a list on the blackboard. Consider which of those foods could be packed by an individual athlete in a brown bag lunch if he/she was packing a lunch for an out of town game.

GEORGE MONTANA WANTS TO KNOW...

George Montana (younger brother of Joe) is living in Conrad. He is writing an article in the high school newspaper for athletes and has questions about what he should write. George has heard lots of sports nutrition information, but doesn't know what is fact and what is fiction. Can you help him?

For each statement below, decide if each one is true or false. If it is a fact, give it a thumbs up sign after it is read. If it is fiction, give it a thumbs down sign after it is read.

1. Athletes can eat more food and gain less weight than non-athletes can.

2. In hot weather, athletes need salt tablets to replace salt lost in sweat.

3. The more protein and protein supplements you eat, the more muscle you will have.

4. Vitamin supplements will give you more energy.

5. Carbohydrates should make up the bulk of an athlete's diet.

6. Eating honey, sugar, soft drinks, or any sweets just before competition will provide a burst of quick energy.

Answers to **George Montana Wants to Know**

1. Fact. Athletes who get a lot of exercise can eat more than other people without gaining weight. All that exercise requires energy, and energy comes from burning calories. Athletes do not need more nutrients, just more calories.

2. Fiction. Athletes lose some salt in sweat, but they lose a lot more water. Dehydration is a much greater hazard than salt loss. Muscle cramps are caused by severe losses of water through sweating, not inadequate salt. In fact, salt can dehydrate an athlete more, by leaching water out of the cells. Athletes should drink water before, during, and after exercise, even if they are not thirsty. Exercise can mask thirst.

3., 4. and 6. Answers on Handout, "What You Need to Know About Sports Nutrition Myths".

5. Fact. National Academy of Sciences (NAS) says all Americans over 2 years old should get at least 55% of their calories from carbohydrates. This is even more true for athletes. Why? Carbohydrates are the primary energy source for moving your muscles. Experts advise athletes to get 55 to 70 % of their total calories from carbohydrates. Pasta, bread, and fresh fruit and vegetables are great sources.

YOUTH AT NUTRITIONAL RISK

NUTRITION FOR ATHLETES

Issue:

Although the athlete has the same or similar need for nutrients as the sedentary person, he/she usually needs more calories. As a result of training and the use of large numbers of calories, many athletes consume a larger volume of food which also supplies a larger amount of nutrients. However, there are some athletes who eat very little even though they are exercising heavily. Among those, wrestlers and female athletes in a variety of competitions may be at risk for inadequate calorie intake. The importance of the quality of the diet is more important for those who consume few calories.

The gain/loss of weight is an issue for many athletes. If this could be focused upon a gain/loss of fat, rather than weight, the athlete might adopt better eating habits. Dehydration is never an appropriate method for weight control and can be dangerous.

Adequate fluid replacement for the athlete can be critical in the success of competition. Because the thirst mechanism may not work properly in those who are exercising heavily, regular rehydrating should be practiced.

Success at athletics depends upon natural ability, training, and proper nutrition. Some athletes assume that they can bypass the first 2 if large amounts of certain nutrients are available to the body. Although proper nutrition is important to the maximal performance of the body, excessive levels of nutrients or non-nutrients cannot improve performance. Anemia is a relatively common problem among female athletes and male endurance athletes.

The pre-competition meal may not improve performance, and improper choice of foods can cause problems for the athlete. Avoiding stomach upset, providing adequate calories to prevent hunger, and providing fluid are the primary objectives of the precompetition meal.

Recommendations

Fuel: The fuel most critical to the athlete is carbohydrate. It is the only fuel which can be used when there is inadequate oxygen supplied to the muscles. For example, at the end of an event when the athlete wants to increase his/her speed, an adequate amount of carbohydrate is necessary. Any athlete who is on a low carbohydrate diet risks running out of that fuel before the end of competition. When this happens the

comment is often heard, "he/she hit the wall." Special diets are not necessary in order to have an adequate amount of carbohydrate stored in the tissues. Paying close attention to including carbohydrate constantly is important. If the athlete is training strenuously, it is possible for the carbohydrate levels to be depleted enough to affect the performance on the day of competition. Two types of carbohydrate are available in the diet--simple and complex. From the standpoint of nutrition, the complex carbohydrates such as breads, cereal, pasta, starchy vegetables, and beans are preferred to simple carbohydrates, such as sugar. The reason for this is that the complex carbohydrates also contain nutrients which are important to the athlete. However, some athletes consume large amounts of food, and thus can safely consume simple carbohydrates within that intake level. The athlete whose intake is low in calories cannot afford large amounts of sugar because the nutrient level will not be adequate. The consumption of a normal diet ensures adequate intake of protein unless the diet is highly irregular. This is also true of the fat level in the diet. Adolescents should not be encouraged to decrease the fat level to an extremely low level (below 30% of calories); however, most are consuming a level of fat above that.

Fluid: Fluid includes the water in beverages, fruits and vegetables, or other foods consumed. Water is a perfectly good fluid for rehydration. It is absorbed quickly from the intestinal tract. The need for electrolyte replacement is questionable except for the long endurance athlete. Although electrolyte drinks are not necessary, some coaches find that their athletes will drink more total fluid if they are available as opposed to water. At one time it was thought that the electrolyte fluids should be diluted in order to be readily absorbed. This has been found not to be an issue; the exercising body absorbs these drinks as readily as it does water. The primary issue is cost. The coach or athlete must pay close attention to replacement of fluid in those athletes who lose a large amount during a competition or workout. For every pound of weight lost, 2 cups of water should be consumed over a period of hours after the exertion. Fluid should also be available and consumed during the competition if it lasts for more than a few minutes.

Pre-competition meal: The pre-competition meal should prevent hunger and provide carbohydrate and fluid. The recommendations currently are that the calorie level should be approximately 500 and that these calories be supplied primarily by carbohydrate. Fat is not recommended in the meal because it takes longer to leave the stomach. For peak performance the stomach should be empty. Approximately 3 hours are required for a small meal to leave the stomach. This meal should also be low in fiber since that slows emptying from the stomach and may give the athlete a "full" feeling. Athletes differ in their susceptibility to "nervous stomach." In some extreme cases, a liquid meal low in fat may be helpful.

Supplements: Athletes who are training vigorously and eating to replace the calories used will likely consume the nutrients needed without the use of supplements. However, athletes who are keeping calorie intake to a low level are unlikely to meet nutrient needs. A diet evaluation would be helpful to determine which nutrients might be

beneficial in the form of a supplement. The safest means of supplementation is by means of a multiple vitamin-mineral supplement which supplies no more that 100% of the RDAs. A wide variety of supplements are available and marketed to the athlete. Most of these have not been shown to be needed or beneficial. Some supplements can be harmful. Individual nutrients are more likely to cause problems when taken in large amounts than when taking a multiple supplement in normal amounts. The most likely extra nutrient need among athletes is iron. Iron is available from lean red meats and other meats. Those athletes who drastically alter diet to eliminate such foods as red meats may be at added risk for anemia.

Recommendation: Provide the athlete with adequate calories, a large portion of which come from carbohydrate. Make sure the athlete consumes adequate fluid, consumes a pre-competition meal 3 hours before competition, and avoids large doses of supplements not shown to be valuable.

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SESSION 8

FOOD SUPPLEMENTS

Session 8: Food Supplements

Objectives: The learner will:

1. Understand the importance of sufficient levels of vitamins and minerals for normal metabolism and body functions.
2. Identify concern regarding deficiencies and toxicities of vitamins and minerals.
3. Identify food sources of vitamins and minerals.
4. Choose one vitamin or mineral to increase in own daily diet.
5. Determine own need (if any) for supplements.

Materials Needed:

Water glass, bowl, pitcher and water.

Handouts:

Vitamin/Mineral IQ test

Notes to Leader:

Most studies concur that between 30% and 50% of Americans supplement their diets with vitamins and minerals on a regular basis. Some take vitamins as "insurance" because they suspect their diets are inadequate. Others take supplements in doses over recommended amounts to increase their resistance to disease. The annual cost of supplement use is approximately $3 billion in the United States. Yet, it is gnerally recognized by reputable health researchers that the most desirable way for the general public to obtain recommended levels of nutrients is by eating a variety of foods, and that food supplement use is discouraged for most healthy Americans. Recently, food scientists are saying that excess vitamins and minerals in the form of supplements may actually be more of a health hazard than nutrient deficiencies for the U.S. population.

Vitamin/mineral supplement use is an area where misinformation and misconceptions exist among adolescents. Although there is controversy about the need for vitamins and mineral supplementation for healthy adolescents, public health associations have stated that vitamin/mineral supplements are not recommended for consumption by healthy adolescents with adequate dietary intake. Most adolescents who take supplements take only a single multivitamin which probably causes no medical problems. However, some adolescents experiment with large doses of a single nutrient supplement which can lead to toxicity. One study showed that up to 20% of the adolescents surveyed erroneously believed that it is nearly impossible to get too much of a vitamin or mineral or that they could be taken safely in any amount. Peers, coaches and teachers, health professionals, media, and parents influence vitamin/mineral supplement consumption by adolescents. These varying influences might reinforce or contradict each other. Adolescents need help to sort out the arguments used to support or refute the use of vitamin/mineral supplements. They need to know the benefits, limitations, and possible dangers of supplement use.

Learning Activities:

1. This Water Glass is Your Body demonstration. The leader holds up a pitcher of water with 10 ounces of water in it and asks the group to review together the good things water does for our bodies. Then, the leader pours water into a clear 8 ounce glass which is set into a bowl. At the same time, the analogy of the glass as a body with "good" water put into it is made. As the 10 ounces of water overflows the 8 ounce glass (into the bowl), continue the analogy of the glass as a body with the water being any important nutrient. Make the point that just as the water is good and beneficial to a certain point, with too much water (or too much of a nutrient) there might be potential problems. In this case, the water could have made a mess on the floor. In the case of nutrient megadoses, toxicity could occur. Discuss as necessary to have students understand toxicity.

2. Vitamin/Mineral IQ Test. Have students take quiz. Stress that this is not for a grade, but simply to see what they already know about vitamins and minerals. After all have finished, briefly discuss each nutrient listed with its food sources. Also discuss the true/false items (which are common myths about vitamins/mineral use).

Evaluation:

Behavior Change Since Last Session: Drink at least one more glass of water each day for 5 days.

Behavior Change for Next Session: Increase consumption of one nutrient for four days (example: iron, calcium, vitamin C)

References/Resources:

Sobal, J. and H. Muncie. 1988. *Vitamin/Mineral Supplement Use among Adolescents*. Journal of Nutrition Education, 20:6, 314-318.

USDA/HNIS. 1990. *Good Sources of Nutrients.* Consumer Information Center, Pueblo, Colorado 81009.

Thomas, P. 1991. *Which Supplements Should You Take*. American Health, 10:2, 37-43.

Ideas for Other Activities:

1. Using the Fact Sheets from USDA/HNIS, discuss methods of preparing food to retain more vitamins and minerals. A demonstration of cooking methods for vegetables could also be considered. Ask the school manager/cook.

2. Have students compare several labels from containers of vitamin and mineral supplements. Discuss what RDA means, and compare which of the supplements have more than 100% of the RDA. Stress that the recommended allowances are the highest amounts of nutrients that are needed by most people each day.

3. List Good Sources of Nutrients. Divide the group into three sections; the iron group, the vitamin C group, and the vitamin A group. Have each group use one of the fact sheets from USDA/HNIS to discover why that nutrient is important to teenagers and to list at least four

food sources of the nutrient. Share with entire group and discuss if necessary. Each student then chooses one of the three nutrients discussed to concentrate on for the week. Each student decides what foods he/she can add to the week's diet to increase that nutrient. This becomes the behavior change goal for the week. Share with the group, if appropriate and if time.

VITAMINS/MINERALS IQ TEST

The best way to obtain the vitamins and minerals your body needs is to eat nutrient-rich roods. Do you know which foods offer good sources of vitamins and minerals? Rate the following foods in order of the best to the least with **1=best, 2=medium, 3=least**.

1. For IRON:

___ Cheddar Cheese
___ Hamburger
___ Tuna Fish

2. For VITAMIN C:

___ Apple
___ Grapefruit
___ Banana

3. For VITAMIN A:

___ Corn
___ Asparagus
___ Broccoli

4. For THIAMIN:

___ Enriched White Rice
___ Mashed Potatoes
___ Cooked Tomatoes

5. For CALCIUM:

___ Skim Milk
___ Whole Milk
___ Plain Yogurt

Are the following statements **True** or **False**?

___ 6. Vitamins give you "pep" and "energy".

___ 7. Vitamin C "protects" against the common cold.

___ 8. The more vitamins, the better.

___ 9. You cannot get enough vitamins from the everyday American diet.

___ 10. Organic or natural vitamins are better than synthetic vitamins.

ANSWERS: **VITAMINS/MINERALS IQ TEST**

IRON:

1. 3, 1, 2
Red meats are a good source or iron; dairy products are low in iron.

VITAMIN C:

2. 3, 1, 2
Citrus fruits, like grapefruit, are rich in Vitamin C. Apples have little Vitamin C.

VITAMIN A:

3. 3, 2, 1
The clue to Vitamin A is its deep green or orange color. Broccoli has the most Vitamin A and corn the least.

THIAMIN:

4. 1, 2, 3
Enriched grain products, as well as whole grains, are good sources of this B vitamin. Of the three choices, enriched white rice has the most thiamin and cooked tomatoes the least.

CALCIUM:

5. TRICK QUESTION!!
These three foods are so close in calcium content that they're considered calcium equivalents.

6. FALSE. Vitamins yield no calories. They, or themselves, provide no extra pep or vitality beyond normal expectations, nor do they provide unusual levels of well-being.

7. FALSE. Too bad, but extensive clinical research fails to support this.

8. FALSE. Taking excess vitamins is a complete waste, both in money and effect. In fact excess amounts of any of several different vitamins can be harmful.

9. FALSE. Anyone who eats a reasonably varied diet should normally never need supplemental vitamins.

10. FALSE. Synthetic vitamins, manufactured in the laboratory, are identical to the natural vitamins found in foods. The body cannot tell the difference and gets the same benefits from either source. Statements to the effect that "nature cannot be imitated" and "natural vitamins have the essence of life" are without meaning.

SESSION 9

FAD DIETS

Session 9: Fad Diets

Objectives: The learner will:
1. Understand appeal of fad diets to adolescents.
2. Describe dangers and fallacies of fad diets.
3. Evaluate weight reduction plans for components of safe weight loss.

Materials Needed:
Handouts:

Checklist for Evaluating Diets

Notes to Leader:

Authorities believe that two-thirds of female adolescents and 15 per cent of male adolescents are preoccupied with weight and dieting. It is estimated that 40% of the United States population is on a diet of some kind. One study of middle income children in grades 3 through 6 showed that 37% of those children had already tried to lose weight. For the growing number of people who are dieting and fasting, fad diets claiming quick weight loss are growing in popularity. None of these fad diets have been shown to be successful in maintaining weight loss,however, and some have significant side effects including death.

Fad diets are particularly ineffective for adolescents because they do not develop a rationale for food selection for long term health. Also, swings of weight loss and gain are particularly dangerous and undesirable for a growing child, both physically and emotionally. Authorities agree that growing adolescents need a minimum of 1200 calories per day, and that an exercise component for weight reduction is particularly important.

The involvement of family members is important when an adolescent attempts weight reduction. However, adolescents must be convinced that the ultimate responsibility for food intake rests with each individual. Emphasis on an eating plan rather a diet is generally more reasonable.

Learning Activities:

1. Review individual goals set in the last few weeks. Discuss importance of reinforcement. Assuming some participants have weight reduction as a goal and the perception that they need a weight reduction program is accurate, have the group comment on the appeal of fad diets. The group can discuss whether they think some people diet because its the "in" thing to do. What would happen if dieters would be labeled "diet heads" and be made fun of if they were on diets but really did not seem to have a weight problem? Is it socially acceptable to "be on a diet" all the time?

2. Discuss why diets do not succeed for long term weight reduction and dangers of yo-yo dieting, the take-it-off, gain-it-back syndrome. (Yo-yo dieting may actually leave you, in the long run, with more fat. Repeated dieting can slow down your body's metabolism, making it harder to lose pounds and easiest to put them back on with each successive diet. What is more, dieters tend to lose some muscle as well as fat, while the weight regained may be

mostly fat, leaving the body fatter with each lose/gain cycle.) Review checklist for evaluating diet plans (handout). Compare the diets which participants named in last activity with check list. Determine if anything could be changed about the diet plan to make it a safe weight reduction plan.

3. Have participants write down ten foods which they think of as "diet foods" and ten foods which they think of as "fattening foods". Compare individual lists until the leader can write ten or twelve foods on each side of the list on the board. Discuss accuracy of those terms, and explain the misconception of good foods and bad foods. Reinforce the value of moderation, balance and variety in the daily diet.

Evaluation:

Behavior Change Since Last Session: Increase consumption of one nutrient for four days
Behavior Change Goal for Next Session: Individual exercise goals

References/Resources:

Kane, June Kozak. 1990. *Coping with Diet Fads.* New York: The Rosen Publishing Group.

Ideas for Other Activities:

1. Show the video portion of *Eater's Digest* from University of Alabama (1987) called Weight Management and Eating Disorders (12:34 minutes). Discuss as necessary.

2. Use expanded analysis of diet plans with "Promise Me Anything...But Make Me Lose Weight" from *Food Your Choice, Home Economics*, National Dairy Council, 1980.

CHECKLIST FOR EVALUATING DIETS

Instead of diets, think of "eating plans".

Does the eating plan that you are considering do the following for you?

__ Is it a plan that you can use for a long time, even many years?

__ Is it a plan that allows you to eat any food, even if it is only a little, once in a while?

__ Does the plan suggest at least 1200 calories per day?

__ Does the plan offer a variety of foods in moderation? Does it offer foods from all food groups?

__ Does the plan not suggest that you lose more than a half a pound to one pound per week?

__ Does the plan suggest you consult with a physician or a nutritionist if you have questions or problems?

__ Does the plan recommend exercise?

__ Does the eating plan offer quick solutions or unlimited eating?

If the eating plan you are considering for you does not have YES for all of the above except the last question, ask a professional about the eating plan. Remember that fad diets do not work for long term results, and can be dangerous to your health.

SESSION 10

SELF ESTEEM BOOSTERS

Session 10: Self Esteem Boosters

Objectives: The learner will:
1. Know his/her own best features/characteristics and appreciate them.
2. Analyze society's attitude toward weight.
3. Practice strategies to aid in appreciating personal strengths.

Materials Needed:
Handout:
The Right to Like ME
Popular women's or teen magazines
(Optional) Art history pictures portraying "full-figured women"
Brown paper bag for each participant and slips of paper

Notes to Leader:

As was mentioned in Session 4, society's expectations and attitudes toward weight has a major influence on a child's body image. A child needs to be aware of the negative connotations of overweight and of the pressures to have a perfect body before he/she feels comfortable exerting the right to be himself/herself.

Children and teens gain an important skill if they are taught to recognize and appreciate their own strengths. Learning to appreciate one's own talents and strengths gives confidence to take on new challenges and master new skills.

Learning Activities:

1. The Power of Advertising. After passing out several copies of popular magazines (including teen magazines), have participants look at how men, women, and teens are pictured in ads. Discuss the advertisers motive for making models in ads better-looking, thinner, or more muscular than average Americans. Divide the group into three smaller groups. Have each group count one of the following in two magazines: 1) ads for fad diets or diet products, 2) ads for reducing devices or body developers, or 3) ads for high calorie foods or drinks with pictures of people in them. Discuss why these ads are so popular in today's magazines. Ask if thin has always been "in". Discuss briefly the standard of beauty in other times of history or in other cultures. (Art history book pictures are helpful, if available.) Discuss whether current ads affect teens view of themselves. Is is realistic? What can you do about it?

2. The Right to Like ME. Discuss that feeling good about yourself involves more than looking like a picture in a magazine. It involves recognizing your own personal assets and learning to praise yourself. Discuss the differences between praising yourself because you have a good self image and boasting. Have students complete "The Right to Like Me" handout, both the Assets section and the Affirmation section. Leader should give examples from his/her own life, since being a positive role model for self-referent speech is important. Each participant then chooses one (or more) affirmation to say to self every morning and

night for at least 4 days this week.

3. What Others See. Explain the value of praising others for their self confidence as well as your own confidence. Let one person sit in a special place. Everyone else writes down two of the person's positive assets. Give examples to get the group going. Pass around a bag so that each person can put the slip of paper in the bag and give it to the person or, use a hand print in which everyone writes what they like about each person. The person can read them now or later. If the group is very large the group can be divided.

Evaluation:

Behavior Change Since Last Session:

Behavior Change Goal for Next Session: Say at least one of the affirmations you have written during this session in the morning and night for at least four days.

References/Resources:

Ideas for Other Activities:

1. Practice writing Good News Telegrams praising or encouraging a classmate or a sibling. Discuss the benefits to telegram sender and receiver.

2. Have participants make a list of things that make them feel good when they do them. Have them avoid things having to do with their appearance or how well they do things. Examples might be baking cookies with dad, reading to a little kid, watching Star Trek reruns, or shooting baskets in the backyard hoop. Participants then schedule at least one thing every day that they will do just to feel good. It might be hard to make a list, but both the list making and the planning are important to build self worth.

The Right to Like ME

My Assets

Complete the statements below to develop a profile of your personal assets.

The three qualities I like best about myself are...

1. _____
2. _____
3. _____

The three qualities I think my friends like best about me are...

1. _____
2. _____
3. _____

The three qualities I think my teachers like best about me are...

1. _____
2. _____
3. _____

Some things about me that help me to make friends are...

1. _____
2. _____
3. _____

Some things about me that help me get along with people are...

1. _____
2. _____
3. _____

The qualities I like best about my body are...

1. _____
2. _____
3. _____

Affirmations

The items on this list can be used to help you boost self-esteem, especially if you repeat them to yourself when you're feeling low. The following format may help you to begin:

I, _____, am _____!!

Example:

I, Janet, am an intelligent person and a good basketball player!

This may not work the first time you try it. However, each time you repeat a phrase, like the example above, it will become more believable. And before you know it, these ***affirmations*** will become an important part of how you see yourself.

Now try writing out some of your affirmations:

I, _____, am _____!!

I, _____, am _____!!

SESSION 11

BREAKFAST

Session 11: Breakfast

Objectives: The learner will:
1. Recognize importance of breakfast as contributing to daily needs.
2. Identify components of a complete and nutritious breakfast.
3. Identify individual breakfast needs and plan solutions.
4. Be motivated to eat breakfast or a better breakfast more often.

Materials Needed:
Handouts:
Comparison Sheet: Cereal
Food in the Morning Record
Cereals to Compare

Notes to Leader:

The research and studies continue to suggest that students who eat breakfast have decreased rates of absences and tardiness, increased achievement test scores, and increased ability to pay attention in the late morning hours. Yet, it is estimated that less than 1/5 of the children in the United States come to school with an adequate breakfast for a variety of reasons. Convincing students of advantages of including breakfast in their daily eating pattern is not easily accomplished.

Middle school children should feel the responsibility of their own breakfast choices, and should know which choices are best. The cooperation and guidance of parents and other family members is again crucial to good breakfast habits.

(See **Leader Information** sheets for more information.)

Learning Activities:

1. Ask students for show of hands for the following: who would like to get higher grades on tests? who would like to be able to concentrate better in the late morning? who would like to be absent and tardy less on school days? Discuss the importance of breakfast for obtaining these results (based on leader information). Discuss components of a good breakfast, and the importance of any food in the morning as being better than no food.

2. Breakfast for Everyone Contest. Have students work in small groups to design breakfasts for those people who have many excuses for not eating breakfast (not appealing, do not like breakfast foods, not enough time, no food in the house except leftovers). At the end of a short time, give awards for the menus which are the Most Appealing Breakfast, Best On-the-Go Breakfast, Best Non-Breakfast Foods Breakfast, Best Leftover Makeover Breakfast, or others.

3. Cereal Winners Activity. Explain that one of the most common breakfasts is cold cereal and that it can be a good nutritional "bet". Have 4 or 5 cereals available for students to compare. Students read labels to determine size of serving, cost of serving, low fat, low

sugar, high fiber, and other nutrients. The *Comparison Sheet: Cereal* can be used or adapted to fit the time and situation. As students rate each cereal, explain a little about the nutrient under discussion. After students have rated them, they can vote on awards such as Best Buy, Most Fiber, Lowest Sugar, etc. on each, and actually use the award to place it on the cereal box. If time, students can have a taste test and give a Best Tasting award.

Have students explain which cereal they would choose, and which characteristics of them.

4. Have students use the *Food in the Morning Record* to do one or both of the following activities:

a. Plan appealing nutritious breakfasts that fit their own situations for the seven days listed. Consult with family about the possibilities of those breakfasts.

b. Write down actual food and drink consumed in each of the food groups for each of the days listed.

Evaluation:

Behavior Change Since Last Session: Affirmations twice a day for 4 days

Behavior Change Goal for Next Session: Breakfast or better breakfast at least twice during the week.

References/Resources:

Pagenkopf, Andrea. 1987. *Weight Control Newsletter: Breakfast,* July, 1987. Montana State University Extension Service, Bozeman.

Ideas for Other Activities:

1. Breakfast Challenge. After taking a survey of who ate breakfast for the last week and what they ate, students divide into two teams. The challenge is to determine for the next week which team can have the most members increase the quantity or quality of their breakfasts.

2. A parent letter (sample enclosed) encourages home support and guidance. Recipes given to students or sent home with newsletter can encourage creative nutritious breakfasts.

OR

Have students write a letter or newsletter to parents indicating support the family can give to breakfast eating for students.

Breakfast

Breakfast and Academic Performance

In a study of 1,000 low-income, elementary school students in Massachusetts, children who participated in the U.S. Department of Agriculture's School Breakfast program showed more improvement than breakfast nonparticipants in a series of nationally standardized achievement tests.

As reported in a recent issue of the *Tufts University Diet and Nutrition Letter*, the study conducted by researchers at the same institution is particularly important because it is the first one to measure test scores of large numbers of children from one year to the next.

Though it's difficult to project the impact of a breakfast program on high-income children with better overall food intake, the Tufts University researchers suggest that breakfast appears to have a positive effect on school performance.

Both parents and children find mornings before work or school hectic. And breakfast may be missed in the rush. But with a little planning, simple, snack-like foods can be packed to be eaten on the way to school. For example, cheese, dry cereal and fresh fruit make a quick, conveniently-packed and nutritious morning meal.

Academic impact aside, breakfast provides the opportunity to take in calories and nutrients important for growing youngsters.

from: Western Dairy Council Dispatch, Summer 1989

Breakfast is Important

In New York and Georgia, 1,321 middle and high school students were surveyed with regard to their breakfast and snacking habits. Of this sample, 32% skipped breakfast, and 7.2% said that they never eat breakfast. Females were more likely to skip breakfast. The breakfast skippers had the highest blood cholesterol levels and also the highest body mass index (index of obesity). Those who ate a high fiber ready-to-eat cereal or a pre-sweetened ready-to-eat cereal hat the lowest blood cholesterol levels and body mass indices.

These data indicate that breakfast may be important for more than just the ability to pay attention in school in the late morning hours. The difficult thing is to find food that fits into the lifestyle of the adolescent.

SOURCE: Resnicow, Ken. 1989. *Amer. Dietet. Assoc. Annual Mtg.*

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from: Food and Nutrition Newsletter, Montana State University Extension, Nov. 89.

Breakfast

So what does a good breakfast consist of?

It can include a variety of foods suited to an individual's likes and dislikes. But you should try to have one serving from at least three of the four food groups:

FRUIT AND VEGETABLE GROUP

Citrus fruit and juice:
grapefruit, lemon, lime, orange, tangerine.

Other fruit and juice:
apple, apricot, cherry, grape, melon, peach, pear, pineapple, plum.

Berries:
blackberries, blueberries, gooseberries, raspberries, strawberries.

Dried fruits:
dates, figs, prunes, raisins.

Any vegetable:
tomatoes, tomato juice, greens, potatoes, squash, other dark green or deep yellow vegetables.

BREAD AND CEREAL GROUP

Bread:
enriched white, whole wheat, rye, raisin, corn.

Other baked products:
muffins, rolls, doughnuts, biscuits, pancakes, waffles, breadsticks, matzo, tortillas, pastries.

Ready-to-eat cereals:

Hot cereal:
oatmeal, farina.

Grains:
rice barley, grits.

Pasta products:
macaroni, noodles, spaghetti.

MILK GROUP

Dairy products:
whole milk, 2% milk, skim milk, buttermilk, canned milk, chocolate milk, cocoa made with milk, half and half, instant dry milk, cream, most kinds of cheese, yogurt.

MEAT GROUP

Meat:
beef, lamb, pork (bacon, ham), variety meats (brains, heart, liver, tongue), frankfurters, luncheon meats, sausage.

Fish and shellfish.

Poultry:
chicken, duck, goose, turkey.

Eggs.

Alternates:*
cooked dried beans and peas, peanut butter, nuts, seeds.

*Alternates are also satisfactory protein sources.

SOME SAMPLE MENUS...

1 cup skim milk 1 slice whole-wheat toast with 2 Tbsp. peanut butter ½ cup tomato juice
1 banana smoothie (½ cup orange juice, ½ cup yogurt, 1 banana, and ½ cup milk blended) 1 bran muffin
1 slice pumpernickel bread with 1 ounce melted cheese and 1 slice tomato, browned on top ½ grapefruit
1 scrambled egg 1 slice toast with melted cheese ½ cup orange juice
3/4 cup cereal with milk and sliced peaches 1 cup hot chocolate

"GOOD MORNING!" BREAKFASTS

Eat Your Own Breakfast!

With so many good things to eat, there is no reason why you cannot eat a breakfast to suit yourself. Each person's food needs and likes are a bit different.

BREAKFAST QUICKWICH

1 whole wheat bagel or English muffin, split and toasted
2 slices (1 ounce each) cheddar cheese
1 slice (1 ounce) cooked ham
1 slice tomato

Preheat the oven to 350• F. Layer each bagel or muffin half with 1 slice each of cheese, ham, and tomato and a second slice of cheese. Bake on a cookie sheet until cheese is melted, about 5 minutes. Makes 1 sandwich. Approx. 330 calories.

BREAKFAST BANANA SPLIT

Sprinkle some granola into a banana split dish or large bowl. Peel and halve a banana lengthwise. Rub cut sides with a little lemon juice. Place banana halves into the dish with cut sides toward center. Fill space between bananas with raspberry or tropical fruit yogurt. Sprinkle the top with a little more of the granola and garnish with fresh, frozen or canned strawberries, raspberries, or pineapple chunks.

APPLE SHAKES

2 cups apple juice, chilled
1 container (8 oz.) low-fat plain yogurt
1 T. honey
½ tsp. cinnamon

In a blender, combine all ingredients; blend until smooth. Makes four (6 oz.) servings. Approximately 275 calories each.

OR TO GET AWAY FROM THE USUAL...

* ice cream on crisp cereal
* cheese, crackers, and fruit
* hot vegetable soup
* grilled cheese or other favorite sandwich
* a favorite bean dish
* English muffin pizza
* cottage cheese blended with pineapple, spread on toast
* peanut butter and banana slices on toast

MONTANA STATE UNIVERSITY | Extension Service

WEIGHT CONTROL NEWSLETTER
July 1987

Dear Friends,

Breakfast

Breaking the fast is an important concept for someone attempting to lose weight. It is also important for everyone else who needs to function well all during the morning. Many of those attempting to lose weight will skip breakfast as a calorie cutting measure. Several studies have shown that meal skipping is associated with failure in a weight control program. Some people say that if they eat breakfast they are hungry for the whole day whereas if they eat nothing early they can go for long periods without eating.

After the body has been several hours without fuel (overnight) the ready energy available is low. If, upon rising, nothing is eaten then the body must call upon reserves for energy. This triggers the body to store more reserves and it will increase its efficiency of calorie use your plan for weight loss has suffered a terrible blow. Even though you have decreased your calorie intake, your body has decreased its calorie need and the result is no weight loss in spite of diligence on your part in keeping your calorie intake low.

In order to lose weight, especially fat, the body must draw on its reserves. However, if it does so without increasing its efficiency of calorie use the optimum opportunity for fat loss occurs. Eating at regular intervals so that the total calorie intake is less than the calorie output is the secret to using reserves slowly while maintaining normal efficiency.

The composition of the breakfast is less important than simply having something. Ideally breakfast should contribute 1/4 - 1/3 of the nutrients needed for the day. In order for that to happen the foods consumed should be nutritious. For many people breakfast is the eating occasion where they consume a vitamin C-rich fruit. For example, citrus juice or melon or berries may be appropriate depending upon the season. Doughnuts or sweet rolls appear to be favorites of many for breakfast. Both tend to be high in fat and sugar and they contribute few nutrients. Consumption of such foods is not banned but should not be the staple for breakfast.

There is no food which cannot be appropriate for breakfast. Many who claim to be hungry all day after eating breakfast may have difficulty handling sugar in the body. For them, sweet foods at breakfast should be avoided. What can happen is that sugar on an empty stomach can elevate the blood sugar rapidly which in turn causes the body to produce insulin. Insulin will decrease the level of blood sugar. In those with an imperfect system for handling sugar the amount of insulin produced may be too much for the amount of sugar in the blood. With an excess of insulin the blood sugar may be reduced to a very low level causing symptoms of hypoglycemia such as hunger and shakiness. If this should happen the worst thing to eat would be something sweet because that would simply begin the cycle again. Those who suffer from abnormal glucose tolerance must avoid high sugar intakes, especially on an empty stomach.

Cooperative Extension Service

Montana State University
U.S. Department of Agriculture and
Montana Counties Cooperating
Bozeman, Montana 59717

The programs of the Montana Cooperative Extension Service are available to all people regardless of race, creed, color, sex, or national origin.

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, LeRoy Luft, Acting Director, Cooperative Extension Service, Montana State University, Bozeman, Montana.

If eating breakfast seems to trigger day-long hunger for you, make sure to have low calorie food available to allay that hunger. Raw fruits and vegetables are excellent as are grain products low in fat such as cereals, some crackers, or regular bread. Lean meats and low-fat dairy products such as yogurt and low-fat cheeses are also appropriate. Obviously such eating must be kept under control but when low calorie snacks are nutritious they make a positive contribution and hopefully decrease hunger at a subsequent meal. Emphasis upon high fiber foods at snack time and meal time may help to control hunger.

A traditional egg breakfast need not be eliminated on a weight loss diet. Eggs are very nutritious and relatively low in calories if prepared without fat. If you like bacon or sausage to go with your eggs it may be necessary to make some substitutions. For example, Canadian bacon is lower in fat and calories than regular bacon. Check around for sausage with lower fat levels. Lean ham may be an excellent choice.

The bottom line is to break that fast and supply the body with some fuel so that it is not forced to develop greater efficiency.

July's Resolution

Eat plenty of celery on those July picnics because theoretically celery contains fewer calories than it takes to chew it up!

Best Wishes,

Andrea L. Pagenkopf

Andrea L. Pagenkopf, Ph.D., R.D.
Food and Nutrition Specialist

COMPARISON SHEET: CEREAL

NAME OF PRODUCT				
TOTAL COST OF PACKAGE				
# OF SERVINGS IN PACKAGE				
SIZE OF SERVING				
COST PER SERVING				
FIBER (g.)				
CALORIES				
FAT (g.)				
SODIUM (mg.)				
SUGAR LISTED IN INGREDIENTS				
APPEARANCE				
TEXTURE				
TIME TO PREPARE				
TASTE (OPTIONAL)				

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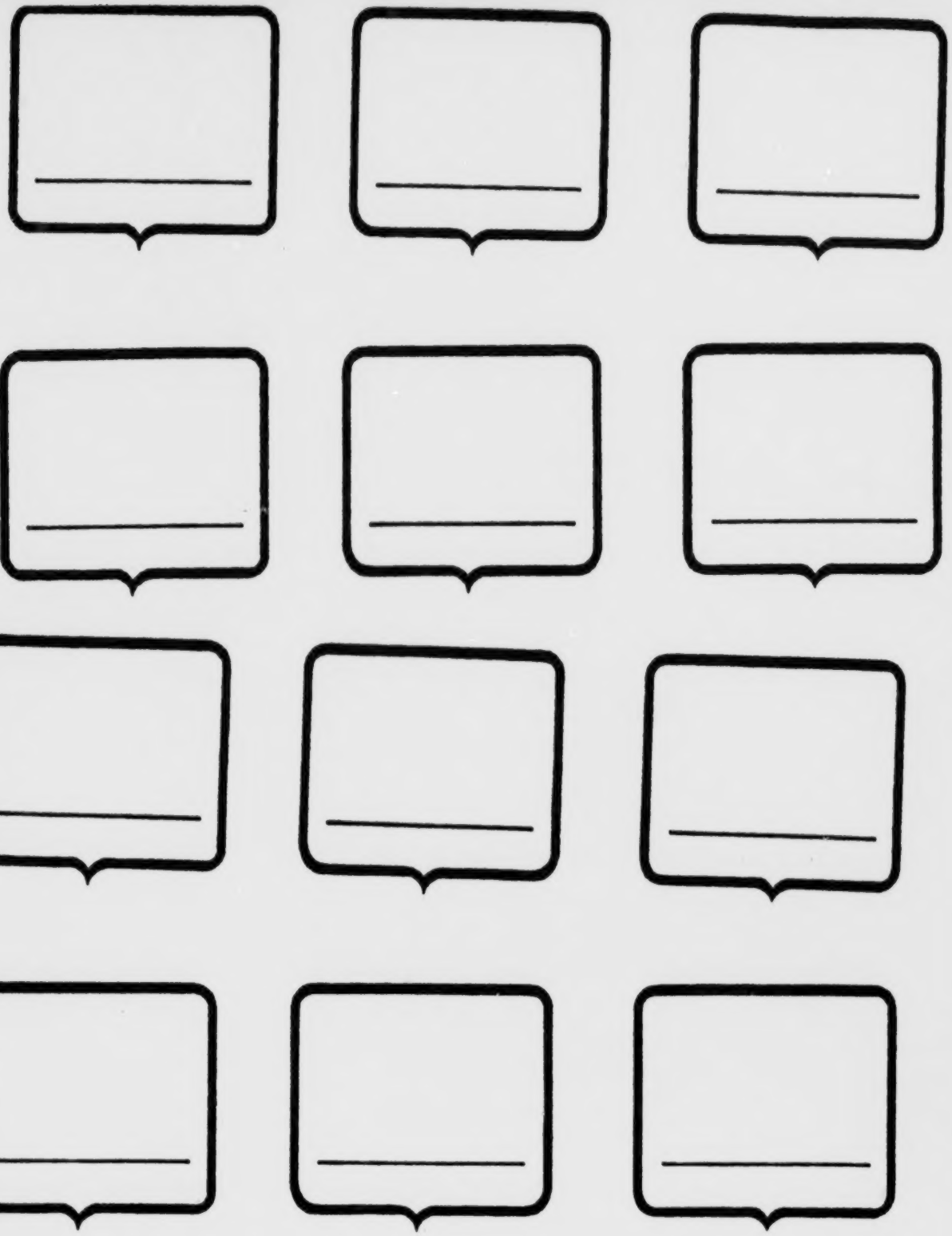

Directions: Write in the award category, cut out award, and place on winner!!

MONTANA STATE UNIVERSITY | Extension Service

food in the morning record

Name _____

FOOD GROUPS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Bread and Cereal							
Fruit and Vegetable							
Meat, eggs, peanut butter and beans							
Milk, Milk Products, and Cheese							
Other Food Choices							

Adapted from: *Food in the Morning*, Division of Nutritional Sciences, Cornell University, 1977.

SESSION 12

FRUITS and VEGETABLES

Session 12: Fruits and Vegetables

Objectives: The learner will:

1. Become familiar with the nutrient content of some vegetables and fruits.
2. Understand importance of a variety of fruits and vegetables in a teen diet.
3. Observe the amount in one serving of some common fruits and vegetables.
4. Taste test some raw fruits and vegetables that may be new to learner.
5. Enjoy fruits and vegetables

Materials Needed:

Posters of fruits and vegetables
Food models, cardboard models or real food to show serving sizes
Nutrient content cards (optional)
Fresh vegetables and fruits to taste (Ask manager/cook for samples)
Dips for food (optional)
Plates, napkins

Notes to Leader:

Adolescents in the United States, just like their adult counterparts, do not eat the recommended servings of fruits and vegetables. Increasing the number of servings for adolescents may involve sharing information about the nutrient content and the health benefits of vegetables and fruits. However, more increase in consumption is generally achieved by allowing adolescents to enjoy new foods. Our typical family lifestyle with limited food preparation time and eating away from home contribute to poor intake of fruits and vegetables. Children need to learn easy and tasty ways to include vegetables and fruits in their daily diet. More emphasis on vegetables and fruits as "taste treats", and less emphasis on those foods as "good for you" seems to be more effective with adolescent audiences, although some nutrient information is seen as helpful in changing behavior.

Learning Activities:

1. Fruit and Vegetables for Me: Using posters which are premade or handmade from cutout magazine food picture, ask learners to identify a variety of vegetables and fruits which they recognize and which they have tasted. Discuss briefly the need for a variety of vegetables and fruits in the diet, and point out on the posters the vegetables and fruits that are especially noted for high Vitamin C or Vitamin A content. Have them recall which fruits and vegetables they have eaten in the past two days.

2. A Serving is..: Discuss briefly the old recommendation that teens have 4 or more servings of fruits and vegetables, and the newest recommendation that we have five or more servings every day. Mention that we sometimes do not have an accurate idea of what a serving is, and for that reason, can't always monitor how many close we are to meeting the recommended servings. Using rubber food models, cardboard food models, or real food have the learners

observe how much is one serving of fruit and vegetables. Note especially that we sometimes consume a large piece of fruit that is actually more than one serving, or a scoop of vegetables that is less than one serving.

3. Taste Test: Use a variety of raw fruits and vegetables (and optional dips) to allow the learners to try a variety of new or seldom tasted foods. Explain that for a true taste test, they must clear their minds of old ideas of whether they like or dislike any food, and simply try to enjoy the new tastes. Some fruits or vegetables will have new tastes because they are raw rather than cooked or fresh rather than canned or processed. If available, have cards with nutrient content displayed with each fruit or vegetable. If time, discuss nutrient content of each food tasted.

Evaluation:

Behavior Change Since Last Session: Affirmations at least four days since last session

Behavior Change Goal for Next Session: Increase consumption of fruits and vegetables by at least one serving a day for four days of the week.

References/Resources:

Produce Marketing Association, *Fresh Produce Poster Set,* P.O. Box 6036, Newark, DE 19714

Ideas for Other Activities:

1. Fruit and Vegetable Advertising: Discuss the fact that rarely are vegetables and fruits advertised on television or in magazines. Have learners (individually or in small groups) write a convincing advertisement to be shown on television or illustrate an ad for a magazine for one vegetable or fruit. Learners can use current ads as samples.

PRODUCE POSTER SET

Spring

Summer

Each full-color poster displays a beautiful array of the season's fresh produce items. The posters are suitable for framing or hanging up just as they are.

On the back of each 17"x22" poster you'll find paragraphs on the items pictured. They describe the nutritional value and how to buy, store and prepare each commodity. This information is also printed on an enclosed booklet. There are even black & white drawings of each poster, with the commodities numbered, to help in identification.

Fall

Winter

Please send me _____ poster sets. I understand that each set includes 4 posters and an information packet. The posters will be mailed, rolled up, in a special protective tube. Price for posters is $4.95 per set plus $2.00 shipping and handling (per total order). Quantity prices are available.

☐ Enclosed is a check made out to Produce Marketing Association for $ _____

☐ Charge the following, Mastercard or Visa account:

Name _____ Tel # _____

Affiliation _____

Street Address _____

(No P.O. Boxes)

City, State, Zip _____

☐ Mastercard ☐ Visa Expiration Date _____

Cardholder's Name _____ Signature _____

Account # _____

PMA

Return to: Produce Marketing Association
P.O. Box 6036, Newark, DE 19714-6036 (302) 738-7100

SESSION 13

SNACKS

Session 13: Snacks

Objectives: The learner will:

1. Recognize importance of appropriate snack selection in own diet.
2. Recognize and evaluate own snacking habits.
3. Identify snack foods from many combinations of foods that provide nutrients to fit into a balanced diet.
4. Choose snacks for inclusion into diet which fit into own life style and snacking pattern.

Materials Needed:

Handout:

My Snack Life

Food models, real food, or comparison cards
Red, yellow, and green tags
Snack recipes and pamphlets (as available)

Notes to Leader:

Snacking is an integral part of life for most adolescents as well as most adults in the United States. A 1987 study reported that 80% of teens were eating from one to seven snacks a day. Generally, adolescent girls aged 11-14 need 2200 calories each day, while adolescent boys of the same age need 2700 calories. Since three meals a day generally does not provide that number of calories for this age group, snacking is important. Calories are not the only concern, however. Some researchers estimate that nearly one half of teens have poor diets with too few nutrients for their needs. Poor selection of snacks may be part of the problem. Adolescents need to recognize the contribution of snacks to a well-balanced diet, and find ways to plan them into their eating pattern. Because of busy schedules, informal living, and availability of quicker, less nutritious snack foods, adolescents also need to become familiar with a variety of foods which could be used for snacks that are convenient and tasty, but nutrient dense. Adolescents can learn to make comparisons of snack foods available, and choose those which fit best into their lifestyle and nutrient needs. No foods should be viewed as off-limits. As adolescents see that high fat, high sugar, and high calorie snacks may result in health problems if consumed on a regular basis, they can learn to replace the less nutritious snacks with more nutrient dense snacks more often.

Learning Activities:

1. My Snack Life. Have participants complete the first part of the handout "My Snack Life". Discuss briefly the advantages and disadvantages of snacking using Leader Information sheet.

2. Snack Traffic Game. Discuss that some snack foods are high in calories, high in fat, and high in sugar. List disadvantages or health concerns for each. Note that even though we all have snack foods that are less nutritious sometimes, we need to be able to recognize them, and try to have them in our daily diet less often. Assuming that snacks could be put into three categories of Red Light Foods (whoa foods, sometimes foods, stop-and-think foods), Yellow Light Foods (caution foods, nutritious but high in calories, fat, or sugar) and Green Light Foods (go foods, everyday foods), have students mention some of each. Have

food models, real foods, or comparison cards available for comparison. Have volunteers from group put red, yellow or green labels on each food on display, guessing about the nutrient content. Then briefly discuss what category each could fall in, based on the nutrient content.

3. Snack Wishes. Using the answers they wrote about why they snack and when they snack, discuss what is important to them when they want a snack. For example, the may have written quick, tasty, inexpensive, low calorie, nutritious, fun to make, or fun to share with friends. Using those categories have them look through snack recipes to find some which fit. Note that under the category of "quick", fruits and raw vegetables could be considered convenience foods because of no preparation.

4. Planning Snacks into My life. Have participants go back to the second part of the handout, "My Snack Life," and complete the questions about the change they might want to make. Discuss that even though it may seem odd at first, it might be important to plan snacks in a day rather than just leaving it to chance. Participants should understand that because snacks are such an important part of the adolescent diet, they need to make conscious choices. Using the snack ideas or recipes in the Snack Wishes activity, have participants plan at least one snack per day which fits into their needs and lifestyle for four days this week.

Evaluation:

Behavior Change Since Last Session: Increase consumption of fruits and vegetables by one each day for four days in week.

Behavior Change Goal for Next Session: Plan at least one snack per day for four days which fits into own needs and lifestyle.

References/Resources:

Weinstock, C. *The "Grazing" of America: A Guide to Healthy Snacking.* Reprint from FDA Consumer Magazine, March 1989.

Bigler-Doughten, S., and R. Jenkins. *Adolescent snacks: Nutrient density and nutritional contribution to total intake.* Journal of the American Dietetic Association 87:1678-1679, December 1987.

Ideas for Other Activities:

1. Participants make one or more snack recipes and taste test them.

2. Use the "Snackology" video from Learning Seed to discuss "nutritional damage control". Compare one or more categories of snack foods which are discussed on the video and in the teaching guide. (Snackology. 1988. The Learning Seed Company. Lake Zurich, Illinois 6004)

MY SNACK LIFE

PART 1:

List all the foods you ate or drank in the last 24 hours which were not part of breakfast, lunch, or dinner. Remember to write down all drinks, candy, gum and everything else you ate between meals.

Think of three reasons you snack between meals:
1.

2.

3.

When during the day are you most likely to eat snacks (during school, after school, before going to bed)?

##

PART 2: (Don't complete this part until told to do so)

1. What changes would you like to make in your snack life?

2. **THE PLAN:**

SESSION 14

FAT

Session 14: Fat

Objectives: The learner will:

1. Identify the importance of fat as a nutrient and the concerns about an excess of fat in the diet.
2. Recognize sources of dietary fat.
3. Analyze which techniques to lower dietary fat could be applied in own situation.

Materials Needed:

Handouts:

How Do You Score on Fat?
Where's the Fat?

Notes to Leader:

The complex issue of fat in the diet is one of concern to adolescents as well as adults in the United States. Despite the controversy about the amount of dietary fat which is ideal, health professionals agree that most Americans need to reduce the amount of total fat in the diet. Fat in the diet is a weight control topic as well as one factor influencing the development of chronic disease.

Although the term "fat" often makes people think in negative terms, fat is a vital part of diet and health. It supplies a concentrated source of energy, transports vitamins in the body, and gives us essential fatty acids. Fat also gives a pleasant texture to food and enhances flavors in foods. The trouble begins when too much fat is eaten in the total diet. Each gram of fat has nine calories. One gram of protein or carbohydrate supplies four calories. The body is more efficient in converting dietary fat to body fat than it is in converting protein or carbohydrate to body fat. Given the same calories, the high fat diet will lead to more body fat.

Reducing dietary fat does not necessarily mean eliminating foods from the diet. It means learning to balance the fat content of meals and snacks in a day. In order to do that balancing, a person needs to know which foods are sources of fat. Also, some people, especially adolescents, are inclined to eliminate red meat and dairy products from the daily diet in order to cut calories or fat from the diet. Beef is nutrient dense which means that it is high in protein, iron and other important minerals, even though it is high in calories. Adolescents are at risk for eventual osteoporosis if they eliminate dairy products. If calories are a concern, lowfat dairy products can be chosen. Eliminating nutrient dense foods to eliminate fat is not recommended. Moderate amounts of all types of fatty acids belong in a well-balanced diet.

(See additional information on *Leader Information: Understanding Fat* Facts.)

Learning Activities:

1. *How Do You Score on Fat?.* Students take the survey of their own dietary habits concerning fat (only top half or sheet). Discuss importance of some fat in the diet and the dangers of more fat than necessary.

2. Where's the Fat?. Use Experiment 2 from *Food Mysteries,* Michigan State University to

have students find out if a food contains fat by rubbing foods on brown paper. Utilize discussion questions, as time allows.

3. Fat Out of My Day. Students complete the bottom portion of *How Do You Score on Fat?* and set a goal for reducing fat in the daily diet, if appropriate.

Evaluation:

Behavior Change Since Last Session: Planned snacks for 4 days
Behavior Change Goal for Next Session: One change which would reduce fat in diet for week

References/Resources;

Pizza Parlance. 1990 Tufts University Newsletter, September 1990.

Food3: Eating the Moderate Fat and Cholesterol Way. 1982 American Dietetic Association and U.S. Department of Agriculture.

Ideas for Other Activities:

1. Test Tubes of Fat. Demonstrate to students how many teaspoons of fat various foods contain. Heat lard in an electric frypan on the warm setting. Fill measuring spoons with fat, level, and pour into a 15 ml. test tube using a funnel. Cool at room temperature. Compare and discuss. (Recipe for Fat Test Tubes is contained in *FIT: A Lifestyle Program for Children and Parents,* (1987), Mercy Hospital, Valley City, North Dakota.

2. Parent letters can be sent home explaining food preparation tips to minimize fat for the family. Also the handout *Lower Fat Substitutions* from *Guide to Good Eating:Leader Guide,* 1989, National Dairy Council can be sent home to parents or given to participants to discuss with their families.

3. Body Power Pizza. Compare the fat content of a variety of pizza crusts and pizza toppings. Also discuss low fat choices of homemade pizza, frozen pizzas, and pizzeria pizza.

UNDERSTANDING FAT FACTS

RECOMMENDATIONS:

SURGEON GENERAL, PUBLIC HEALTH SERVICE
"Avoid Too Much Fat, Saturated Fat, and Cholesterol"

AMERICAN HEART ASSOCIATION
"Reduce total fat to 30% of total calorie intake. Reduce saturated fats to 10% of total calorie intake."

DEFINITIONS:

FAT: **A class of nutrients essential for health.**
The most concentrated source of energy.
(1 gram of fat = 9 calories
1 gram of carbohydrate = 4 calories
1 gram of protein = 4 calories)
Classified by type of fatty acid which is found in the largest amount; saturated, monounsaturated, or polyunsaturated.

CHOLESTEROL: **Is a fat-like substance in blood, muscle, and all other tissues throughout the body of man and animals.**
Cholesterol is in foods of animal origins, including butter, eggs, meats, poultry.
Foods can be low in fat and high in cholesterol.
The body needs cholesterol, and manufactures most of the cholesterol it needs. Under normal circumstances as dietary cholesterol increases, the amount produced by the body decreases.

HDL: **(High-Density Lipoprotein)**
Carries cholesterol away from the blood and to the liver. Sometimes referred to as "good" cholesterol.

LDL: **(Low-Density Lipoprotein)**
Sometimes referred to as "bad" cholesterol. It appears to be responsible for depositing cholesterol in the arteries, where it might build up.

FAT COMES IN DIFFERENT FORMS:

SATURATED FATS: **Tend to be solid at room temperature. These fats include high fat meats, whole milk dairy products coconut products, and palm oils. Many saturated fats promote the body to manufacture cholesterol.**

POLYUNSATURATED FATS: **Tend to be liquid at room temperature. These fats include safflower oil, sunflower oil, and corn oil.**

MONOUNSATURATED FATS: **Are in between saturated and polyunsaturated fats. These fats include olive oil, rape seed oil, and peanut oil.**

**** A BALANCE AMONG THE DIETARY FATS IS PROBABLY THE BEST POLICY ****

YOUR CHOLESTEROL LEVEL:

- **One cholesterol measurement should not be used as the basis for drastic treatment. Several measurements at different times on the same person could vary widely.**
- **The definition of "high" cholesterol level varies from person to person, depending on specific LDL and HDL levels. The ratio of HDL to LDL may be as important as total cholesterol.**
- **An acceptable level of blood cholesterol also depends on your age; sex; the absence of other risk factors - smoking, high blood pressure and diabetes; glucose imbalances; excess weight; or a history of heart disease in your family.**

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How Do You Score on Fat?

Do the foods you eat provide more fat than is good for you? Answer the questions below, then see how your diet stacks up.

How often do you eat:	Seldom or never	1 or 2 times a week	3 to 5 times a week	Almost daily
1. Fried, deep-fat-fried, or breaded foods?	☐	☐	☐	☐
2. Fatty meats such as bacon, sausage, luncheon meats, and heavily marbled steaks and roasts?	☐	☐	☐	☐
3. Whole milk, high-fat cheese, and ice cream?	☐	☐	☐	☐
4. High-fat desserts such as pies, pastries, and rich cakes?	☐	☐	☐	☐
5. Rich sauces and gravies?	☐	☐	☐	☐
6. Oily salad dressings or mayonnaise?	☐	☐	☐	☐
7. Whipped cream, table cream, sour cream, and cream cheese?	☐	☐	☐	☐
8. Butter or margarine on vegetables, dinner rolls, and toast?	☐	☐	☐	☐

From: Dietary Guidelines and Your Diet: Home Economics Teacher's Guide. USDA Misc. Publication #1457. 1988.

* *

FAT OUT OF MY DAY

To establish healthy eating habits, it is easiest to change one habit at a time.

What one habit could you change this week which would reduce fat in your diet? Example: Drink 2% milk instead of whole milk.

GOAL:

Progress for 4 Days:

TUESDAY **WEDNESDAY** **THURSDAY** **FRIDAY**

Name_____

EXPERIMENT 2

Where's the Fat?

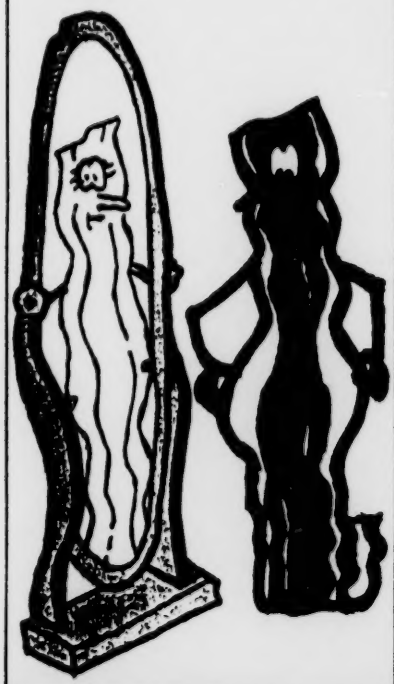
You can find out if a food contains fat by rubbing it on a piece of brown paper bag. If the food contains quite a bit of fat, a translucent spot will appear where you have rubbed. (Translucent means that light will pass through the spot, but you won't be able to see objects through the spot.) Water in food will also produce a translucent spot, but a water spot will disappear when the water dries.

INGREDIENTS

- ☐ **1 uncooked macaroni shell**
- ☐ **1 raw potato slice**
- ☐ **1 potato chip**
- ☐ **1/8 teaspoon mayonnaise**
- ☐ **1 shelled peanut**
- ☐ **part of 1 raw bacon strip**
- ☐ **1/8 teaspoon water**
- ☐ **1/8 teaspoon margarine**
- ☐ **other available foods**

EQUIPMENT

- ☐ **brown paper bag**
- ☐ **measuring spoons**
- ☐ **knife**
- ☐ **cutting board**
- ☐ **marker**



PROCEDURE

1. Rub each food item on a flat piece of brown paper bag.
2. Label the spots with the name of the food.
3. Allow the spots to dry for 20 minutes.
4. Record on the chart whether fat was present.

Food	Fat	Little or No Fat
Macaroni		
Potato slice		
Potato chip		
Mayonnaise		
Peanut		
Bacon		
Water		
Margarine		

5. See if you can answer the following questions based on what you observed.

- Did the raw potato slice give you different results than the potato chip? If yes, why did they test differently? How do you think a french fry would react?
- Did you find a peanut has fat or does not have fat? How do you think peanut butter would test?
- Did the macaroni test as having fat or not having fat? Since macaroni is made from grain, what can you conclude in general about grain foods? How do you think a slice of bread would test?

Turn to page 8 for an explanation of **Where's the Fat?**

LEADER INFORMATION

Where's the Fat?

Explanation: Where's the Fat? (page 5)

About 90 percent of the fat we eat comes from three categories of food: fats and oils; meat, poultry and fish; and dairy foods. Fruits and vegetables (except olives and avocados) and grains are very low in fat. Foods that are low in fat can become a high fat food by the way they are processed. For example, since potato chips are fried in fat, they are higher in fat than baked potatoes.

■ **"Where's the Fat?" experiment (page 5 of the member's booklet):**

Step 4:

Food	Fat	Little or No Fat
Macaroni		X
Potato slice		X
Potato chip	X	
Mayonnaise	X	
Peanut	X	
Bacon	X	
Water		X
Margarine	X	

Step 5:

- *Did the raw potato slice give you different results from the potato chip?* Yes. *Why did they test differently?* Potato chips are fried during preparation, which adds fat. *How do you think a french fry would react?* It would indicate fat is present.
- *Did you find a peanut has fat or does not have fat?* It has fat. *How do you think peanut butter would test?* Peanut butter would also show fat is present.
- *Did the macaroni test as having fat or not having fat?* It tested as not having fat. *Since macaroni is made from grain, what can you conclude in general about grain foods?* They are very low in fat. *How do you think a slice of bread would test?* It would show little or no fat.

SESSION 15

FIBER

Session 15: Fiber

Objectives: The learner will:
1. Understand why fiber is important to adolescents.
2. Identify sources of fiber in diet.
3. Plan to increase fiber in own diet, if necessary.

Materials Needed:

Apple juice, applesauce, and an apple Ask the school manager/cook for some.
Leader information sheets
Optional: magazine ads for foods with fiber
Food pictures, models or actual food for Fiber Find
3x5 cards with amount of dietary fiber of foods

Handout:

Check Your Diet for Fiber

Notes to Leader:

Several health organizations are suggesting that Americans increase the amount of fiber in our diet. The average American eats between 10 to 15 grams of dietary fiber a day, and the most common recommendation is between 20 to 30 grams per day. Because of the impact of advertising, many adults and adolescents believe that one source of dietary fiber (for instance, oat bran) may be most helpful to reducing cancer or decreasing blood cholesterol. Although there is no conclusive evidence that eating dietary fiber reduces chronic diseases, most researchers agree that eating foods containing fiber is helpful for an overall healthy diet.

The most common current recommendation is to eat five or more servings of fruits and vegetables, and six or more servings of whole grain breads and cereals or legumes each day. It is important to get dietary fiber from foods along with all of the other important nutrients they provide. Fiber supplements are not recommended except with physician recommendation.

Adolescents absorb many claims for health on advertisements, and have misconceptions about dietary fiber. They need to know the best sources of dietary fiber which are also appealing foods to them, as well as suggestions for slow changes they can make in their diets to increase fiber consumption.

Learning Activities:

1. Apple Display. Have on display apple juice, applesauce, and a whole apple. Ask group which they think is better for them to eat and why. Explain that the unprocessed apple is best, because as a food is processed it generally loses nutrients (unless the nutrients are put back in) and loses fiber (See Leader Information). Discuss further: the definition of fiber, the distorted view that advertisements have of fiber (oat or bran), and why we need fiber in our bodies. Optional: Have a display of magazine ads for foods with fiber. Discuss what message it sends to consumer.

2. Fiber Find Game. So if eating oat bran every day is not the only thing you can eat, what other foods contain fiber? Are any of them good to eat? Use the instructions on the

Leader Information for Fiber Find to have participants match foods with the amount of dietary fiber they contain. Discuss as necessary.

3. Check Your Diet for Fiber. Using the checklist, have participants list how often they eat foods listed. Brainstorm with entire group ways that they can add more fiber to diet, or foods they can add to their diets. Caution participants against fiber supplements unless prescribed by physician. Have each person choose one way he/she can add more fiber to own diet in the next week. This becomes the Behavior Change Goal for the next session.

Evaluation:

Behavior Change Since Last Session: One change to reduce fat in diet for a week.

Behavior Change Goal for Next Session: Add foods containing dietary fiber to day's food at least four times before the next session.

References/Resources:

American Cancer Society/National Cancer Institute. (1988) *Changing the Course: A manual for food service providers.* (for collaboration with school food service.)

USDA. (1990) *Nutrition and Your Health: Dietary Guidelines for Americans.* Home and Garden Bulletin 232.

American Dietetic Association. (1986) *Fiber Facts.*

Ideas for Other Activities:

1. Camp Fiberfield. Using the handout from USDA/HNIS, have participants work individually or in small groups to improve the camp menu to include more dietary fiber.

Check Your Diet for Starch and Fiber

How often do you eat:	Seldom or never	1 or 2 times a week	3 to 4 times a week	Almost daily
1. Several servings of breads, cereals, pasta, or rice?	☐	☐	☐	☐
2. Starchy vegetables like potatoes, corn, peas, or dishes made with dry beans or peas?	☐	☐	☐	☐
3. Whole-grain breads or cereals?	☐	☐	☐	☐
4. Several servings of vegetables?	☐	☐	☐	☐
5. Whole fruit with skins and/or seeds (berries, apples, etc.)?	☐	☐	☐	☐

Ways for me to increase fiber in my diet:

Adapted from: Home and Garden Bulletin No. 232-4, April 1988, USDA/HNIS.

CAMP FIBERFIELD

Dear Counselor:

I'm pleased you can help with the menus. They need some work! At Camp Fiberfield, we promise to provide menus that follow the Dietary Guidelines. The menus below don't have enough starch and fiber. What's more, they don't provide enough variety, and they're boring! Kids won't like them.

Could you please circle the menu items we could change and write in your substitutions? I included a short list of foods high in starch and fiber for you to look at.

Thanks in advance for your hard work.

Cook Bran

Some foods for starch:
- breads
- breakfast cereals
- pasta, such as spaghetti and noodles
- rice
- dry beans and peas
- starchy vegetables such as potatoes, corn, peas, lima beans

Some foods for fiber:
- whole-grain breads
- whole-grain breakfast cereals
- whole-wheat pasta
- vegetables, especially with edible skins, stems, seeds
- dry beans and peas
- fruits, especially with edible skins or seeds
- nuts and seeds

Camp Fiberfield Menu #5

Breakfast

Scrambled egg _____

Toast (from white bread) with jam, margarine _____

Grapefruit juice _____

Milk _____

Lunch

Tomato soup _____

Fish sticks _____

Lime gelatin _____

Milk _____

Dinner

Baked chicken _____

Mashed potatoes with gravy _____

Canned peach halves _____

Vanilla pudding _____

Milk _____

Snacks

Candy bar _____

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_____

Counselor's Name

"Dietary Guidelines and Your Diet: Home Economics Teacher's Guide", USDA/HNIS, Misc. Publication #145.

FIBER FIND

Object: To match food items with the correct number of grams of dietary fiber each contains.

Materials: Food pictures, models, or actual food items or containers listed below (5 or 6 items would be sufficient)
3x5 cards with amount of dietary fiber written on them (one per food item)

Procedure: Using the list given, choose five or six food items for learners to match with card with correct dietary fiber amount.

Learners can match them individually in front of the group, on paper individually, or in small groups as a competition.

After all learners have matched foods with fiber amounts, give correct answers OR give correct answers after lesson on fiber is complete.

Answer questions as necessary.

FIBER CONTENT OF FOODS

serving size	Breads	grams of dietary fiber
1 medium	bran muffin	3
1 slice	whole wheat bread	2
1 slice	white bread	1
1 slice	pumpernickel bread	1
1 slice	rye bread	1
1 slice	raisin bread	<1
4 squares	saltines	0

	Cereals and Pasta	
1 ounce	General Mills Fiber One	12
1 ounce	Kellogg's All-Bran	9
1 cup	whole wheat pasta	5
1 ounce	Kellogg's Bran Flakes	4
1 ounce	Post Fruit & Fibre	4
1.4 ounces	Kellogg's Raisin Bran	4
1 ounce	Nabisco Shredded Wheat 'n Bran	4
1 ounce	General Mills Raisin Nut Bran	3
1 ounce	General Mills Cheerios	2
1 ounce	Post Grape-Nuts	2
1 ounce	oatmeal	2
1 cup	popcorn	2
1 ounce	General Mills Total	2
1 ounce	General Mills Wheaties	2
1 cup	pasta	<1
1 ounce	Kellogg's Corn Flakes	<1
½ cup	cooked brown rice	<1
½ cup	cooked white rice	<1
½ cup	egg noodles	0

serving size	Cooked Legumes	grams of dietary fiber
½ cup	kidney beans	9
½ cup	baked beans	7
½ cup	navy beans	5
½ cup	pinto beans	5
½ cup	lentils	2

	Vegetables	
½ cup	cooked frozen peas	4
1 medium	baked potato (with skin)	4
½ cup	cooked broccoli tops	3
½ cup	cooked young carrots	3
½ cup	cooked corn	3
½ medium	fresh avocado	2
½ cup	cooked green beans	2
½ cup	Brussels sprouts	2
½ cup	cooked eggplant	2
½ medium	cooked sweet potato	2
½ cup	raw cabbage	2
½ cup	raw bean sprouts	1
½ cup	raw lettuce	1
½ cup	sliced raw mushrooms	1
1 medium	dill pickle	1
½ cup	mashed potatoes	1
10 medium	French fried potatoes	1
½	fresh tomato	1
1 stalk	raw celery	<1
6 slices	raw cucumber	<1
2 rings	green pepper	<1
½ cup	raw onions	<1

serving size	Fruits and Nuts	grams of dietary fiber
¼ cup	almonds	5
3	dried prunes	4
1 medium	apple (with skin)	3
1 medium	banana	3
½ cup	blackberries	3
5	dried dates	3
1 medium	nectarine	3
1 medium	peach (with skin)	3
¼ cup	roasted peanuts	3
1 cup	strawberries	3
¼ cup	cantaloupe	2
10 medium	olives	2
1 medium	orange	2
2 Tbsp	smooth peanut butter	2
1 medium	tangerine	2
¼ cup	walnut pieces	2
1 medium	apricot	1
10 large	cherries	1
½	grapefruit	1
½ cup	pineapple	1
2 Tbsp	raisins	1
2 medium	plums	<1
½ cup	orange juice	0

Increasing fiber in your diet can be an enjoyable and easy way toward more healthful eating. Many fiber foods require little, if any, preparation and they add interesting color and texture to food at mealtime. The nutrients they contribute, along with the ever-increasing discoveries of their health benefits, make this food of yesterday an exciting and essential part of eating today.

447537 General Mills, Inc. 1986

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Good News About Starch

Major sources of energy (calories) in the American diet are carbohydrates and fats. When you cut down on fat and sugars as suggested by the Dietary Guidelines, you may need to increase the amount of starchy foods you eat to help supply your body's energy needs.

Unlike sugars and sweets, starchy foods provide many vitamins and minerals as well as energy.

But Isn't Starch Fattening?

Many people think that starchy foods such as bread and potatoes are fattening. In fact, most of the calories come from the company they keep—calorie-rich additions such as butter or margarine, sour cream, gravies, jam or jellies.

Starches provide only 4 calories per gram, while fat provides 9 calories per gram. Eating more starchy foods is a good way to fill up with fewer calories, *if* you watch those additions.

Foods for Starch and Fiber

Some foods for STARCH:

Breads
Breakfast cereals
Pasta, such as spaghetti and noodles
Rice
Dry beans and peas
Starchy vegetables such as potatoes, corn, peas, lima beans

Some foods for FIBER:

Whole-grain breads
Whole-grain breakfast cereals
Whole-wheat pasta
Vegetables, especially with edible skins, stems, seeds
Dry beans and peas
Whole fruits, especially with edible skins or seeds
Nuts and seeds

Did You Know...

Form of the food will affect its fiber content

Apple juice, 3/4 cup: 0.2 g fiber

Applesauce, 1/2 cup: 2.1 g fiber

Whole apple with peel: 3.6 g fiber

LEADER INFORMATION

Facts on Fiber

- Dietary fiber is the parts of plants that humans can't digest.
- There are several types of fiber, such as cellulose, pectin, lignin, and gums. Plants differ in the types and amounts of fiber they contain.
- Different types of fiber function differently in the body. It is important to eat a variety of plant foods to benefit from effects of different kinds of fiber.
- Some types of fiber have a laxative effect, producing softer, bulkier stools and more rapid movement of wastes through the intestine. Fiber is helpful in preventing and treating constipation and diverticular disease.
- The possible benefits of dietary fiber for colon cancer, heart disease, diabetes, and obesity are being studied. Whether such benefits exist is not yet known.
- It is not clear exactly how much and what types of fiber we need in our diets daily. However, for most Americans, a moderate increase in dietary fiber by eating more fiber-containing foods like those listed on this page is desirable.
- There is no reason to take fiber supplements or to add fiber to foods that do not already contain it.

What Are Whole Grains?

Whole grains are products that contain the entire grain, or all the grain that is edible. They include the *bran* and *germ* portions which contain most of the fiber, vitamins, and minerals, as well as the starchy *endosperm*.

Some examples are whole wheat, cracked wheat, bulgur, oatmeal, whole cornmeal, popcorn, brown rice, whole rye, and scotch barley.

Whole grain doesn't have to mean bread or cereal. Try these:

Brown rice	Scotch barley—in soups
Corn tortillas	Tabbouleh—a bulgur wheat salad
Popcorn, unbuttered	Whole-wheat pasta

Nutrition and Your Health: Dietary Guidelines for Americans. 1986. H & G #232-4

High-Fiber Foods

Some high-fiber foods to choose more often are:

	Serving	Calories	Grams of Fiber*
Breads and Cereals			
All Bran-Extra Fiber™	1/2 cup	60	13.0
Fiber-One™	1/2 cup	60	12.0
All-Bran, Fruit & Almonds™	2/3 cup	100	10.0
100% Bran™	1/2 cup	75	8.4
All Bran™	1/3 cup	70	8.5
Bran Buds™	1/3 cup	75	7.9
Bran Chex™	2/3 cup	90	4.6
Corn bran™	2/3 cup	100	5.4
Cracklin' Oat Bran™	1/3 cup	110	4.3
Bran Flakes	3/4 cup	90	4.0
Grapenuts™	1/4 cup	100	1.4
Air-popped popcorn	1 cup	25	2.5
Whole-wheat bread	1 slice	60	1.4
Whole-wheat spaghetti	1 cup	120	3.9
Legumes, cooked			
Kidney beans	1/2 cup	110	7.3
Lima beans	1/2 cup	130	4.5
Navy beans	1/2 cup	110	6.0
Vegetables, cooked			
Beans, green	1/2 cup	15	1.6
Broccoli	1/2 cup	20	2.2
Brussels sprouts	1/2 cup	30	2.3
Cabbage, red and white	1/2 cup	15	1.4
Carrots	1/2 cup	25	2.3
Cauliflower	1/2 cup	15	1.1
Corn	1/2 cup	70	2.9
Green peas	1/2 cup	55	3.6
Kale	1/2 cup	20	1.4
Parsnip	1/2 cup	50	2.7
Potato, with skin	1 medium	95	2.5

	Serving	Calories	Grams of Fiber
Fruits			
Apple	1 medium	80	3.5
Apricot, fresh	3 medium	50	1.8
Apricot, dried	5 halves	40	1.4
Banana	1 medium	105	2.4
Blueberries	1/2 cup	40	2.0
Cantaloupe	1/4 melon	50	1.0
Cherries	10	50	1.2
Dates, dried	3	70	1.9
Dried prunes	3	60	3.0
Grapefruit	1/2	40	1.6
Orange	1 medium	60	2.6
Peach	1 medium	35	1.9
Pineapple	1/2 cup	40	1.1
Raisins	1/4 cup	110	3.1
Strawberries	1 cup	45	3.0

*From "A Critical Review of Food Fiber Analysis and Data," by Elaine Lanza, Ph.D. and Ritva R. Butrum, Ph.D., *American Journal of Dietetics*, June 1986.

†Any use of trademark names in this booklet is for identification purposes only and does not constitute an endorsement of the product by the National Cancer Institute.

National Cancer Institute. 1986. Publication No. 87-2878

High-Fiber Foods

Some high-fiber foods to choose more often are:

Breads & Cereals	Serving	Calories	Fiber
Bran Chex	2/3 cup	90	4.6
Fiber-One	1/2 cup	60	12.0
Cracklin' Oat Bran	1/3 cup	110	4.3
Air-popped popcorn	1 cup	25	2.5
Wholewheat bread	1 slice	60	1.4
Legumes, cooked			
kidney beans	1/2 cup	110	7.3
lima beans	1/2 cup	130	4.5
navy beans	1/2 cup	110	6.0
Vegetables, cooked			
broccoli	1/2 cup	20	2.2
cabbage	1/2 cup	15	1.4
carrots	1/2 cup	25	2.3
cauliflower	1/2 cup	15	1.1
corn	1/2 cup	70	2.9
green beans	1/2 cup	15	1.6
green peas	1/2 cup	55	3.6
potato, with skin	1 med	95	2.5
Fruits			
apple	1 med.	80	3.5
banana	1 med.	105	2.4
cantaloupe	1/4 melon	50	1.0
grapefruit	1/2	40	1.6
orange	1 med.	60	2.6
raisins	1/4 cup	110	3.1
strawberries	1 cup	45	3.0

Any use of trademark names is for identification purposes only and does not constitute an endorsement.

From "A Critical Review of Food Fiber Analysis and Data", American Journal of Dietetics.

SESSION 16

MEAT

Session 16: Meat

Objectives: The learner will:

1. Identify essential nutrients contained in lean meat in the teen diet.
2. Identify and select more often the lower fat meats.
3. Recognize an appropriate portion size of meat.

Materials Needed:

Comparison Cards or Percent USRDA Chart (as available)
Rubber meat models or clay to resemble meat portions
Cassette tape or deck of cards

Notes to Leader:

Many Americans hear health warnings about fat intake, and immediately cut red meat out of their diets, or at least reduce consumption drastically. That may be a sincere attempt to cut fat, but it sometimes eliminates other nutrients in meat which we need. Especially in the teen diet, servings of lean meat might be important for those essential nutrients which we might not get in other foods. Changes have occurred in our understanding of fat and cholesterol and the role they play in diet and disease.

1990 government data on the nutrient composition of beef help show that beef now contains less fat than often has been assumed. The livestock and meat industries have responded to consumer demands for leaner cattle, sheep, and hogs. Therefore, meat has an important role in a well balanced diet. Meat, fish and poultry contain readily available iron and also help the body absorb iron from other foods. Iron is one of the essential nutrients which is often deficient in adolescent diets, especially girls' diets.

Adolescents can best choose meat for inclusion in their diets by knowing which cuts of meat are leanest, what a standard serving size is, and the lower fat methods of preparation of meat.

Learning Activities:

1. Meat Nutri-Facts. Review the Food Groups briefly. Ask: what foods are in the "meat" group? If some are not meat, why are they in this group? Are they all equally interchangeable in our diets? If we choose not to eat meat, how much of other foods would we have to eat to get the same nutrients. Using comparison cards (National Dairy Council) or percent USRDA. Chart pamphlet (National Live Stock and Meat Board), have students choose one serving of lean meat to find how many other foods would "add up" to a serving of meat in comparable nutrients. It is important to note that animal protein is not the same as protein from vegetable sources, and that meat, fish and poultry not only contain readily available iron, but they help the body absorb iron from other foods.

2. Smart Meat Eating. Discuss briefly that people cut meat from their diets in an attempt to cut fat. Have participants guess foods from the meat group which are considered high in fat and which are lower in fat. Using comparison cards or food pictures with nutrient content written on back, show differences in hamburger, hot dogs and top round.

Some people also tend to eat larger portions of meat than a standard serving. Using rubber meat models or clay, show a standard 3 ounce serving of a hamburger patty, pork

chop, and steak. Participants can also offer ideas of what else is that size. Often, we remember to eat an appropriate portion of food when we compare it to something else. For instance, a hamburger or steak portion should be the size of the palm of a hand, a deck of cards, or a cassette tape.

Also have students discuss how to reduce fat in meat as it is being prepared and eaten (broiled not fried, remove visible fat, remove skin from chicken before eating, etc.).

Have students decide on one smart meat eating thing they can do this week which will increase meat servings in their diets, if necessary, or reduce fat in the servings of meat they now consume.

Evaluation:

Behavior Change Since Last Session: Add foods containing dietary fiber for at least four days.

Behavior Change Goal for Next Session: Add meat servings or reduce fat in meat servings twice during this week.

References/Resources:

National Live Stock and Meat Board. 1985. *Teaching About Beef Learning Program.*

National Live Stock and Meat Board. 1984. *Eat Light with Beef.*

USDA:Extension Service. 1991. *The Consumer's Choice: Lean Meat.*

Ideas for Other Activities:

1. Show filmstrip about history of meat and nutrients of meat from "Beef:Your Stake in Nutrition" in *Teaching About Beef* Learning Program.

2. Discuss vegetarianism and why people choose not to eat meat. Note that although vegetarians can be in good health, there is concern about their intake of some of the trace minerals such and iron and zinc which are readily available from meat.

3. Use Apple software available in *Power Packed Nutrition* from National Live Stock and Meat Board (1987) to compare nutrient dense foods to less nutrient dense foods.

LEAN MEAT
The Consumer's Choice

Table 1. Nutritional comparison of meats and alternates (3-ounce cooked servings or equivalents).

Food	Calories	Total fat (g)	Saturated fatty acids (g)	Cholesterol (mg)	Protein (g)	Sodium (mg)	Iron (mg)	Zinc (mg)	Thiamin (mg)	Niacin (mg)	B_{12} (mcg)
Beef [1] (3 oz)	180.0	7.9	3.0	73.0	25.4	56.0	2.5	5.8	.08	3.4	2.3
Pork [1] (3 oz)	198.0	11.1	3.8	79.0	23.0	59.0	1.1	3.0	.59	4.3	0.7
Lamb [1] (3 oz)	175.0	8.1	2.9	78.0	24.0	64.0	1.7	4.5	.09	5.4	2.2
Chicken [2] (3 oz)	162.0	6.3	1.7	76.0	24.6	73.0	1.0	1.8	.06	7.8	0.3
Cod [3] (3 oz)	89.0	0.7	0.1	47.0	19.4	66.0	0.4	0.5	.07	2.1	0.9
Halibut [4] (3 oz)	119.0	2.5	0.4	35.0	22.7	59.0	0.9	0.5	.06	6.1	1.2
Shrimp [5] (3 oz)	84.0	0.9	0.2	166.0	17.8	190.0	2.6	1.3	.03	2.2	1.3
Egg [6] (3 whole)	225.0	15.0	4.6	639.0	18.7	189.0	2.2	1.7	.09	0.1	1.5
Peanut butter [7] (6 tbsp)	564.0	48.0	9.2	0.0	23.6	459.0	1.6	2.4	.13	12.6	0.0
Pinto beans [8] (1 1/2 cup)	351.0	1.3	0.3	0.0	20.9	3.0	6.7	2.8	.47	1.0	0.0

[1] Composite of cuts, lean only, cooked
[2] Flesh only, roasted
[3] Atlantic, cooked, dry heat
[4] Atlantic and Pacific, cooked, dry heat
[5] Mixed species, cooked, moist heat
[6] No added fat
[7] Smooth style
[8] Cooked, boiled, unsalted

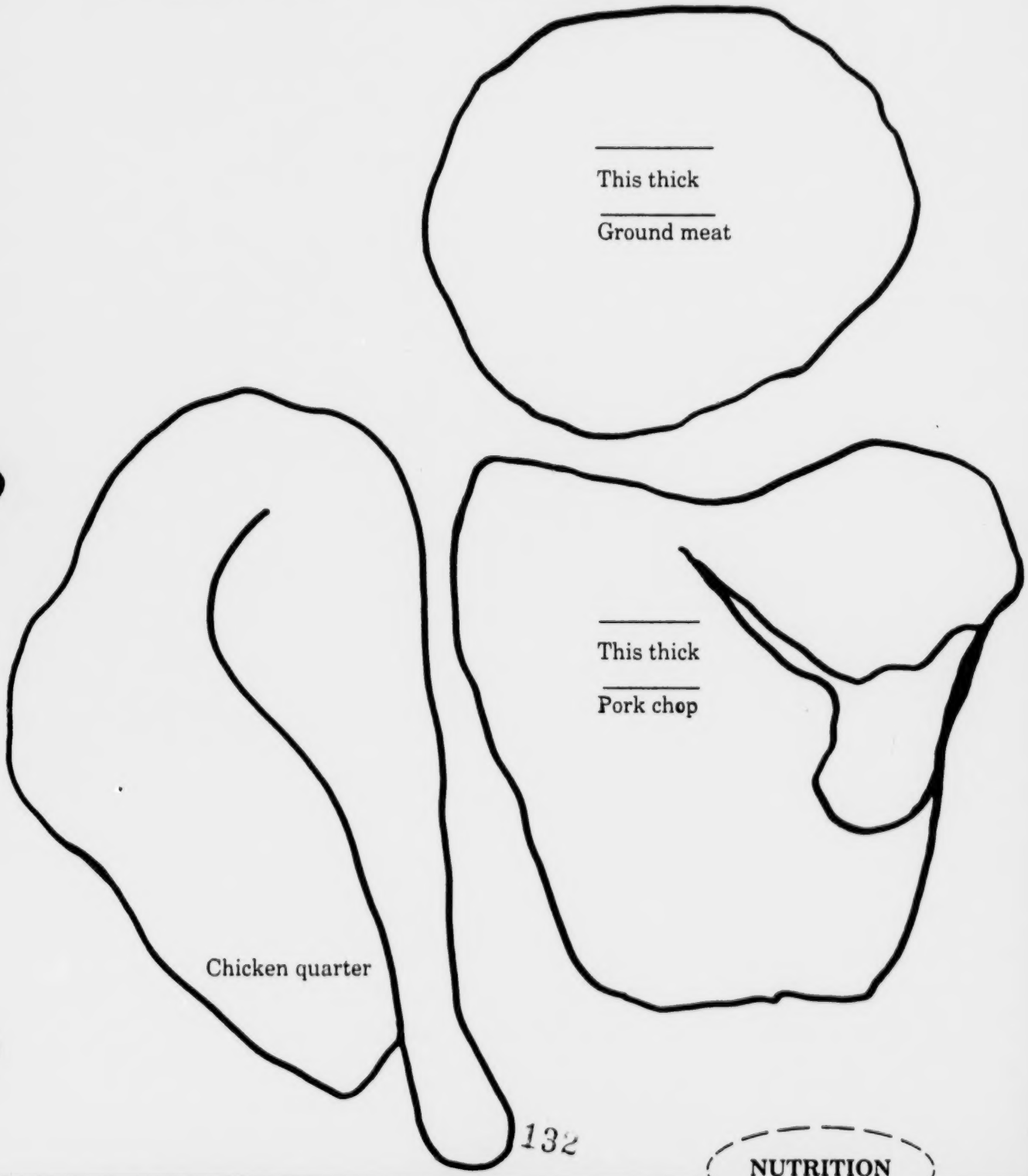
Sources: USDA, Composition of Foods, Agriculture Handbooks 8-1, 8-5, 8-10, 8-13, 8-15, 8-16.

NUTRITION

LEAN MEAT

The Consumer's Choice

Guide to 3-Ounce Cooked Serving Sizes



SESSION 17

FAST FOODS

Session 17: Fast Food

Objectives: The learner will:

1. Assess the nutritional value of selected fast foods.
2. Evaluate selections at fast food restaurants in order to choose the foods which best fit into a balanced diet.

Materials Needed:

Handouts:

Calorie Counters
Fast Food Calorie Guide

Notes to Leaders:

Fast food restaurants are a mainstay of the American lifestyle. Even in small communities, children know fast food franchises because of the visits to larger towns with fast food establishments. Although fast food is often mistakenly viewed as "junk food", people can make selections at a fast food restaurant which fit into a balanced diet. Most fast foods do provide essential nutrients, however some fast food selections are also high in calories, fat, and sodium. Adolescents can make better nutritional choices in a fast food restaurant if they know some nutrient information about fast foods, as well as some techniques for modifying their own buying behavior.

Learning Activities:

1. Calorie Counters. Use the Fast Food Nutrient Guide (or other recent publications of fast food establishments) to compare the calories in the selections listed on the Calorie Counters handout. Discuss as necessary.

2. Eating Out Healthfully. Students in small groups brainstorm ways to choose a meal in a fast food restaurant which would help a person wanting to reduce calories, reduce fat, reduce sodium, or add fruits and vegetables to his/her diet. Students in the small group share ideas with the group. Discuss using the leader information sheets.

Evaluation:

Behavior Change Since Last Session: Add meat servings or reduce fat in meat servings at least twice during the week.

Behavior Change Goal for Next Session: If eating at a fast food restaurant, choose one way to reduce fat in meal. If not eating at a fast food restaurant, share ideas from this lesson with at least one other person who eats at fast food restaurants.

References/Resources:

USDA/HNIS. 1989. *Eating Better When Eating Out.* Home and Garden Bulletin No. 232-11.

Ideas for Other Activities:

1. Present slides from *Fat and Fast Food Meals* (1988) from Portland Health Institute, Oregon. Fast food selections are viewed from the context of pats of butter in each food. Discuss with students how the pats of butter shown sway the foods they select.

2. Display foods or food containers from fast food restaurants. With each food, have pats of butter (yellow cardboard) and cubes of sugar to represent the fat and sugar contained in each.

LEADER INFORMATION

Fast Food Tips

How can you enjoy fast foods without going overboard? Here are a few pointers...

The Main Selection

Choose regular sandwiches rather than doubles, and plain types rather than those with lots of extras, such as bacon and "special" sauces. Order cheese if you generally do not consume many dairy products. Order the smallest-size burrito, burger, or sandwich. Order roast beef for a leaner option than most burgers. Breaded, deep-fat fried fish and chicken sandwiches (especially with cheese and/or tartar sauce or mayonnaise) have *more* fat and calories than a plain burger. When "fixing" your sandwich, load up on lettuce, tomato, and onion, and go easy on the pickles, mustard, catsup, and other sauces. If you are having fried chicken, remove some of the breading before eating.

On The Side

Skip the fries if you're ordering a sandwich that is deep-fat fried or made with sauce or cheese. Order a small rather than a large portion, specify no salt, and add just a small amount yourself. Or choose a plain baked potato or mashed potatoes instead of fried, and add butter/margarine and salt sparingly. Have a tossed salad instead of fries. When ordering chicken, have a dinner roll rather than a biscuit to save calories and fat.

Salads

Load up on fresh greens, fruits, and vegetables, but go easy on dressings and creamy salads-potato salad, macaroni salad, and coleslaw.

Beverages

Choose milk (preferably lowfat or skim) instead of a soda or shake. Ask for water if milk is not available. Consider a side order of tomato or orange juice, if available.

Dessert

Bring your own fruit. Skip it or make it an occasional treat. Most options are loaded with calories, fat, and sugars.

Adapted from: *Eating Better When Eating Out*, 1989. USDA HNIS, H & G Bulletin #232-11.

Fast Food Chains

Nutritional information from the fast food restaurant chains is often available at the local restaurant or from a regional or national office.

Examples:

McDonald's Nutrition Information Center
McDonald's Plaza
Oak Brook, IL 60521

Hardee's Research and Development Department
1233 Hardee's Boulevard
Rocky Mount, NC 27804-2815

Consumer Affairs Department
Wendy's International, Inc.
P.O. Box 256
Dublin, OH 43017

Burger King Corporation
Consumer Relations, Mail Station 1490
P.O. Box 520783, General Mail Facility
Miami, FL 33153

Home Economist
International Dairy Queen, Inc.
P.O. Box 35286
Minneapolis, MN 55435

Kentucky Fried Chicken
P.O. Box 32070
Louisville, KY 40232-2070

Pizza Hut, Inc.
Quality Assurance Department
1 McDonald Plaza
Oak Brook, IL 60521

Compiled 1988, Montana State University Extension Service

CALORIE COUNTERS

Use the Fast Food calorie sheets provided to answer the following questions.

1. Compare the calories in a plain hamburger at: McDonald's _____
   Burger King _____
   Dairy Queen _____

2. Compare the calories in a shake at: McDonald's _____
   Dairy Queen _____

3. Compare the calories in a fish sandwich at: McDonald's _____
   Burger King _____

4. What is the lowest calorie burger? Place:_____ Calories_____

   What is the highest calorie burger? Place:_____ Calories_____

   What ingredients are probably highest in calories?

5. What is the difference in calories between a small, plain cone and a dipped cone?

   Dipped Cone = _____ calories

   Plain Cone = _____ calories

   = _____ difference in calories

6. What is the difference in calories between original and crispy in a 2-piece chicken dinner? (drumstick and thigh)

   Crispy = _____ calories

   Original = _____ calories

   = _____ difference in calories

7. If you ate 2 tacos for lunch, how many calories would that be?

   2 Tacos = _____ calories

8. Which has more calories, a Big Mac, or 2 slices of a 14 inch pepperoni pizza at Pizza Hut?

9. A medium baked potato has approximately 110 calories. Compare calories of the baked potatoes from: Wendy's _____
   Rax _____

   What happened?

The programs of the Montana Extension Service are available to all people regardless of race, color, creed, sex or national origin.

FAST FOOD NUTRIENT GUIDE

*NOTE: Fast food restaurants change menus, ingredients and preparation methods. The figures listed were taken from restaurant brochures in 1989.

TACO BELL

Food	Calories	Fat (grams)	Sodium (mgs.)
Bean Burrito	360	11	922
Burrito Supreme	422	19	952
Tostada	243	11	670
Beefy Tostada	316	20	639
Cinnamon Crispas	266	16	122
Nachos Bellgrande	719	41	1,312
Taco	184	11	274
Taco Light	411	29	575
Taco Salad	523	32	1,141
Pintos & Cheese	194	9	733
Seafood Salad	920	70	1,570
Pizzazz Pizza	714	31	1,364

BURGER KING

Food	Calories	Fat (grams)	Sodium (mgs.)
Whopper	628	36	880
Hamburger	275	12	509
Cheeseburger	317	15	651
Whaler	488	27	592
Sausage Croissan'wich	538	41	1,042
Chicken Tenders (6)	264	10	636
Bacon Double Cheeseburger	510	31	728
Regular French Fries	227	13	160
Regular Chocolate Shake	320	12	202
Apple Pie	305	12	412

PIZZA HUT
(2 Slices of medium pizza)

Food	Calories	Fat (grams)	Sodium (mgs.)
Cheese Pan Pizza	492	18	940
Pepperoni Pan Pizza	540	22	1,127
Supreme Pan Pizza	589	30	1,363
Super Supreme Pan Pizza	563	26	1,447
Cheese Thin 'n Crispy Pizza	398	17	867
Pepperoni Thin 'n Crispy Pizza	413	20	986
Cheese Hand-Tossed	518	20	1,276
Pepperoni Hand-Tossed	500	23	1,267
Whole Pepperoni Personal Pan Pizza	675	29	1,335
Whole Supreme Personal Pan Pizza	647	28	1,313

RAX

Food	Calories	Fat (grams)	Sodium (mgs.)
Large Roast Beef Sandwich	570	35	1,169
Regular Roast Beef Sandwich	320	11	969
Beef, Bacon & Cheddar Sandwich	720	49	1,873
Fish Sandwich	460	17	935
Regular French Fries (salted)	260	13	69
Cheese & Bacon Potato	780	28	910
Chocolate Milkshake w/o topping	560	13	239

McDONALD'S

Food	Calories	Fat (grams)	Sodium (mgs.)
Egg McMuffin	293	12	740
Hotcakes w/butter and syrup	413	9	640
Biscuit with Biscuit Spread	260	13	730
Biscuit with Sausage and Egg	529	35	1,250
Cinnamon Raisin Danish	445	21	430
Hamburger	257	10	460
Cheeseburger	308	14	750
Quarter Pounder	414	21	660
Big Mac	562	32	950
Filet-O-Fish	442	26	1,030
McD.L.T.	674	42	1,170
Chicken McNuggets (6)	288	16	520
Regular French Fries	220	12	110
Apple Pie	262	15	240
Chocolate Milk Shake	388	11	240
Soft Serve Cone	144	5	70
Garden Salad	112	7	160
Thousand Island Dressing	78	8	100

HARDEE'S

Food	Calories	Fat (grams)	Sodium (mgs.)
Rise 'N' Shine Biscuit	319	19	722
Sausage & Egg Biscuit	530	37	1,123
Hamburger	99	10	500
Cheeseburger	110	13	681
Quarter-Pound Cheeseburger	184	29	1,076
Regular Roast Beef	141	15	967
Fisherman's Fillet	206	25	861
Chicken Fillet	182	15	1,384
Garden Salad	241	14	266
Thousand Island Dressing	250	23	540
Chicken Stix (6)	100	9	678
Regular French Fries	71	11	83
Chocolate Shake	447	8	338
Vanilla Cool Twist Cone	192	6	81
Apple Turnover	268	12	245

DAIRY QUEEN

Food	Calories	Fat (grams)	Sodium (mgs.)
Cone - Regular	240	7	45
Dipped Cone - Regular	340	16	100
Shake - Regular	710	19	260
"Peanut Buster Parfait"	740	34	250
"Heath" "Blizzard"	800	24	325
All White Chicken Nuggets	276	18	505
Single Hamburger	360	16	630
Fish Sandwich	400	17	875
Chicken Sandwich	670	41	870
French Fries	200	10	115
Onion Rings	280	16	140

WENDY'S

Food	Calories	Fat (grams)	Sodium (mgs.)
Wendy's Big Classic	470	25	900
Bacon & Cheese Potato	570	30	1,180
6 pc. Crispy Chicken Nugget	310	21	660
Regular French Fries	300	15	135
Small Frosty Dairy Dessert	400	14	220
Fish Fillet	210	11	475
Regular Chili	240	8	990

TACO JOHN'S

Food	Calories	Fat (grams)	Sodium (mgs.)
Taco	228	13	347
Softshell	276	13	505
Taco Burger	332	14	660
Beef Burrito	355	18	666
Super Burrito	434	11	1,022
Enchilada	379	18	431
Super Nachos	657	34	857
Texas Chili	430	22	1,580
Tostada	228	13	347
Apple Grande	257	8	231
Chimi	487	19	1,226

KENTUCKY FRIED CHICKEN

Food	Calories	Fat (grams)	Sodium (mgs.)
Original Recipe Ctr. Breast	283	15	672
Original Recipe Drumstick	146	9	275
Original Recipe Thigh	294	20	619
Extra Crispy Ctr. Breast	353	21	842
Extra Crispy Drumstick	173	11	346
Extra Crispy Thigh	371	26	766
Kentucky Nuggets (6)	276	17	840
Buttermilk Biscuit	232	12	539
Mashed Potatoes & Gravy	71	2	342
Regular French Fries	244	12	139
Cole Slaw	119	7	197

SESSION 18

CALCIUM

Session 18: Calcium

Objectives: The learner will:
1. Identify importance of calcium to an adolescent.
2. Select calcium rich foods more often for meals and snacks, including lower fat choices.

Materials Needed:
Handouts:

Dairy Does a Body Good
Foods Rich In Calcium

Pictures of food, food models or comparison cards

Notes to Leader:

Studies have shown that most young people in America are not getting the recommended amount of calcium in their diets. A calcium deficient diet during this critical growth period could result in a failure to reach full growth potential. Calcium is also needed for other functions such as enabling muscles, blood, and the immune system to work properly. If there is not enough calcium available for these processes, calcium is borrowed from the bone, causing them to become weak and brittle. If bones do not reach their full thickness when a person is young, he or she may be susceptible to a bone disease called osteoporosis later in life. Exercise is also a key to preventing osteoporosis.

Adolescents age 10 through 18 need 1200 mg. of calcium per day. Unfortunately, government studies have shown that teen girls get less than 60% of the calcium recommended. Some teens believe all dairy foods are fattening, and some simply substitute soft drinks for milk on a regular basis without thinking of the consequences. Providing information and calcium-rich, low fat taste treats to adolescents might promote increased consumption of a calcium-rich diet.

Learning Activities:

1. Calcium, the Body Builder. Explain briefly, using Leader Information from Western Dairy Council and National Osteoporosis Foundation, the functions and importance of calcium in the body, especially for teens. Display several pictures, food models, or comparison cards of foods for students to see. Have them place all foods in three categories: No calcium, fair calcium, good calcium, or excellent calcium. Using the handout, "Foods Rich in Calcium", or other charts, have them identify foods in each category to see if they guessed correctly. With handout, "Dairy Does a Body Good", discuss that teens need 1200 mg. of calcium. Have each person list the foods they would most like to eat in a day to total 1200 mg. Discuss which of those foods are lowfat foods, and whether that is a consideration for an individual. Discuss lower fat foods which are calcium-rich.

2. Choosing Foods for Calcium. Have students do a taste testing of calcium-rich foods of the leader's choosing. Low fat cheeses, yogurt, sherbet, or blender drinks using skim or nonfat dry milk would be suggestions. Each student then makes a plan for the week of how to incorporate at least one calcium-rich food into his/her diet for three days of the next week as a goal.

Evaluation:

Behavior Change Since Last Session: If at a fast food restaurant, chose one way to reduce fat in meal. If did not eat at a fast food restaurant, shared fast food information with one person.

Behavior Change Goal for Next Session: Add at least one calcium-rich food into diet for three days this week.

References/Resources:

National Dairy Board. 1988. *Dairy Does A Body Good* teaching kit.

Western Dairy Council and National Dairy Council. Various pamphlets and teaching kits. Examples: *The All-American Guide to Calcium-Rich Foods* (1984) and *Dynamite Dairy Dishes: A Teen Guide to Calcium-Rich Snacks* (1987)

National Osteoporosis Foundation. 1989. *Osteoporosis Prevention Pointers.*

Dairy D·O·E·S A·BODY·GOOD

DAIRY PRODUCTS CALCIUM

1 cup lowfat milk (2%), 1 cup lowfat fruit yogurt & 3 oz. Cheddar Cheese	1254 mg
3 cups lowfat milk (1%) and 1 cup lowfat plain yogurt	1315 mg
3 cups skim milk & 1 cup lowfat plain yogurt	1321 mg
1 cup lowfat milk (1%), 1 cup lowfat plain yogurt, ½ cup lowfat cottage cheese & 2 oz. Swiss cheese	1336 mg
3 cups whole milk & 1 cup lowfat plain yogurt	1288 mg

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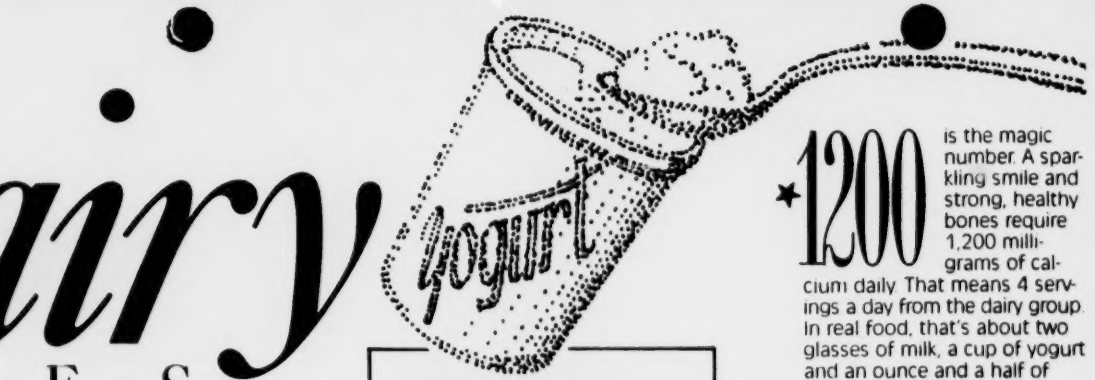
LOW-CALORIE STRAWBERRY CHEESECAKE

¾ c. fine graham cracker crumbs
⅓ c. and 2 tsp. sugar
2 tbsp. butter, melted
1 lb. 1% milkfat cottage cheese
⅓ c. nonfat dry milk
3 eggs
2 tbsp. lemon juice
2 tsp. pure vanilla extract
8 oz. vanilla lowfat yogurt
1 pt. fresh strawberries, hulled & halved

Preheat oven to 325 F. Lightly butter bottom and sides of a 9-inch pie pan. In a small bowl mix graham cracker crumbs, 2 tsp. sugar and butter. With the back of a large spoon press onto the bottom and sides of pie pan. Bake for 5 minutes. In electric blender place cottage cheese, dry milk, ⅓ cup sugar, eggs, lemon juice and vanilla extract and blend until smooth. Pour into pie shell. Bake until firm, about 30 minutes, and remove from oven. Spread yogurt over top. Bake until yogurt is firm, 10 to 12 minutes. Cool. Cover and refrigerate. Just before serving top with strawberries.

Yield: 8 portions ***Per portion:*** 157 mg calcium, 190 calories



STRAWBERRY BANANA SHAKE

1 pkg. (10 oz.) frozen sweetened sliced strawberries (thawed slightly)
1 ripe banana, cut up
1½ c. milk
1 tsp. lemon juice
¼ c. nonfat dry milk

In an electric blender combine strawberries, banana, milk, lemon juice and dry milk. Blend until smooth and thick. Serve immediately in tall glasses.

Yield: 3 glasses (10 oz. each)
Per portion: 228 mg calcium

★ **WATCHING YOUR WEIGHT** is easy with low-calorie dairy foods rich in calcium, like low-fat yogurt, skim milk, low-fat cottage cheese, and low-fat hard cheeses like part skim mozarella. These foods also have many other nutrients, like phosphorus and vitamin D, that help your body absorb calcium.

CHILI CHEESESKINS

1 pkg. (10 oz.) frozen baked potato skins
1 tbsp. chili powder
1½ c. shredded cheddar cheese (6 oz.)
¾ c. sliced tomato

Preheat oven to 425. Line 8 or 9 inch cake pan with foil. Add potato skins, skin side down. Bake until crisp, about 12 minutes. Remove from oven and sprinkle with chili powder. Fill skins with cheddar cheese, then top with tomato. Bake until cheese is melted, about 5 minutes. If desired, serve topped with sour cream.

Yield: 4 portions ***Per portion:*** 333 mg calcium

★ **1200** is the magic number. A sparkling smile and strong, healthy bones require 1,200 milligrams of calcium daily. That means 4 servings a day from the dairy group. In real food, that's about two glasses of milk, a cup of yogurt and an ounce and a half of cheese (try it on a pizza!).

★ **EXERCISES** like biking, skating, dancing, running, and walking are weight-bearing activities that burn calories, build bones and are fun to do with friends, after school or anytime.

★ **SAVOR THE FLAVOR** of dairy foods *at the mall*, enjoy a milk shake, pizza, potato skins or a salad topped with cheese. *On a picnic* or *at the game*, take along potato, macaroni and tuna salads with shredded cheese; try yogurt fruit drinks or hot cocoa made with milk. See recipes for more snack ideas.

★ **DRINKING & SMOKING** sap your body of essential nutrients and increase the risk of bone disease, so it's best to avoid them.

Session 19: Planning Meals with My Family

Objectives: The learner will:
1. Discuss own food responsibilities and options within own family.
2. Plan one day's meals for family including grocery list.

Materials Needed:
Handouts:

Guide to Good Eating (as available)
Meal Pattern Template
Making a Food Shopping List
The Plan (optional)
One Day Meal Planner

Notes to Leader:

Adolescents often feel that they do not have responsibility for their own food choices in the family. Another segment of the adolescent population in this nation are increasingly responsible for their own or the family's meals and perhaps the grocery shopping also. In order to enhance the learning of the entire program, the reality of planning to make changes in food habits must be addressed. Although many adolescents are unaccustomed to planning in any form and perhaps meal planning is not done in their families, the experience proves to be worthwhile. If they can then utilize the plan for an actual meal, the result is even more productive.

Learning Activities:

1. Planning to Make It Happen. Using *Guide to Good Eating* from National Dairy Council, the USDA Food Guide Pyramid, or a similar handout, review the number of servings from each food group which should be included in a daily diet. Also note that variety in the diet is important for getting all of the nutrients possible. Discuss briefly that eating should be pleasurable, and that planning assures nutrition as well as eating foods the family enjoys. Students then use the *One Day Meal Planner* to plan a menu for one day for their families. Note the considerations at the bottom. After, each student plans one day's meals, have them check each other's in small groups for the number of servings needed in the four food groups.

2. Power Food Shopping. Students determine a food shopping list based on the day's menu. Discuss whether it is a realistic exercise for a middle school student to do. Discuss the barriers to planning meals in families. Discuss ways to do some planning with the family even if the entire menu is not adopted. Have each student design one way to help plan the family meals in the next week.

3. The Big Plan. (optional) Some students might want to plan an entire week's meals using the handout, *The Plan.*

Evaluation:

Behavior Change Since Last Session: Add at least one calcium-rich food into diet for three days during week.

Behavior Change Goal for Next Session: At least once this week, help the family plan a more nutritious or well-balanced meal plan.

References/Resources:

University of Wisconsin - Extension. 1990. *Planning Makes the Difference.* Bulletin B3486.

National Dairy Council. 1989. *Guide to Good Eating.* Rosemont, Illinois

Ideas for Other Activities:

1. Have students plan a Sidewalk Survey of other students. Questions about how much they plan meals, cook, or grocery shop could tell students the need for more information about meal planning.

FOODS RICH IN CALCIUM

RECOMMENDED ALLOWANCE 800-1200 mg/day

MILK AND DAIRY PRODUCTS	MEAT AND MEAT ALTERNATES	FRUITS AND VEGETABLES	BREADS AND CEREALS	OTHER
		More than 100 mg/serving		
Custard Pie...1/6 of 9-inch pie Oyster Stew...½ cup Vanilla Pudding...½ cup	Herring...3 oz. Oyster Stew...½ cup Soybeans...1 cup Sunflower Seed Kernels ...3½ oz.	Beet Greens...½ cup Broccoli...1 medium stalk Dates, Dried, Pitted ...1 cup Figs, Fried...5 medium Kale...1 cup	Farina, Cooked...1 cup	Almonds...1/3 cup Blackstrap Molasses ...1 T. Chocolate Almond Bar ...2 oz. Krackel Bar...2 oz. Milk Chocolate Bar ...2 oz.
		More than 150 mg/serving		
American Process Cheese...1 oz. Cheese Food or Cheese Spread...1 oz. Clam Chowder, New England...1 cup Custard...½ cup Ice Cream...1 cup Liederkranz Cheese... 1 oz. Limburger Cheese...1 oz.	Canned Salmon...1 oz.	Mustard Greens, Cooked ...1 cup Spinach...1 cup	Cream of Wheat, Quick ...1 cup	Brazil Nuts, Shelled ...1/3 cup
		More than 200 mg/serving		
Cheddar Cheese...1 oz. Cottage Cheese...1 cup Edam Cheese...1 oz. Mysost Cheese...1 oz. Roquefort Cheese...1 oz.	Oysters...1 cup	Rhubarb, Cooked...1 cup		
		More than 250 mg/serving		
Gruyere Cheese...1 oz. Macaroni and Cheese... 1 cup Milk...1 cup Swiss or Parmesan Cheese...1 oz. Yogurt...1 cup	Sardines...3 oz.	Collards...1 cup Dandelion Greens... 1 cup Turnip Greens...1 cup	Self-rising Flour... 4 oz. (approx. 1 cup)	

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DON'T CHEAT YOUR BODY

Do you know why it's so important for your body to get enough calcium during your growing years? It's because if you don't, normal bone growth may not take place and you may not grow as tall as you could have. And during adolescence young people need to build up calcium in their bones to help them prevent bone disease that many women and some men develop when they're older.

Dairy foods are one of the richest sources of calcium available. Even if you're watching your weight, you can still enjoy dairy foods because there are many low-fat products to choose from. Good-tasting dairy products, such as milk, yogurt, ice cream, pudding, and all types of cheeses, will help you get the 1,200 milligrams of calcium a boy or girl between the ages of ten and 18 needs every day. So don't cheat your body of strong bones and teeth. At mealtime, snack time, or anytime—choose dairy foods to help you build a healthier tomorrow.

		Milligrams of Calcium [1,2]	Number of Calories [1]
Buttermilk:	1 cup	285	99
Cheese:	American, pasteurized process, 1 ounce	174	106
	Cheddar, 1 ounce	204	114
	Cheese spread, American, pasteurized process, 1 ounce	159	82
	Cottage, creamed, ½ cup	68	108
	Cottage, low fat (2%), ½ cup	77	101
	Mozzarella, part skim, 1 ounce	183	72
	Muenster, 1 ounce	203	104
	Swiss, 1 ounce	272	107
Ice Cream:	Hardened (about 10% fat), ½ cup	88	134
	Hardened (about 16% fat), ½ cup	75	174
Ice Milk:	Hardened (about 4% fat), 1 cup	176	184
	Soft serve (about 3% fat), 1 cup	274	223
Milk:	Whole, 1 cup	291	150
	Chocolate, low fat (2%), 1 cup	284	179
	Cocoa made with whole milk, 1 cup	298	218
	Low fat (2%), 1 cup	297	121
	Low fat (1%), 1 cup	300	102
	Skim, 1 cup	302	86
Milkshake:	Chocolate, 10.6 ounces	396	356
	Vanilla, 11 ounces	457	350
Pudding:	Chocolate, regular (cooked), ½ cup	146	179
Yogurt:	Coffee and vanilla, low fat, 1 cup	389	194
	Fruit, low fat, 1 cup	345	231
	Plain, low fat, 1 cup	415	144

DAIRY CALCIUM.
CALCIUM THE WAY NATURE INTENDED.™

1. USDA Handbook No. 8. 2. Home and Garden Bulletin, No. 72. U.S. Department of Agriculture. 1985 2/87 7038 © 1987 National Dairy Board

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SESSION 19

PLANNING with MY FAMILY, NUTRIENT DENSITY

THE PLAN

	MEAL 1	MEAL 2	MEAL 3	SNACK
SUN.	Orange juice French Toast (syrup) Coffee	Tuna Salad Sandwich Carrots & Celery Sticks Apple - Milk	Vegetable Beef Stew Biscuits Strawberry Sundae Milk	Peanutbutter Crackers
MON.				
TUES.				
WEDS.				
THURS.				
FRI.				
SAT.				

Making a Food Shopping List

Fruits and vegetables	Meat, poultry, fish, eggs, dried beans and peas
Bread, cereal, rice, and pasta	Milk and other dairy products
Baking supplies	Other foods

Before writing a food shopping list, think about:

- food on hand (in the house)
- foods in season and on special
- money available for food
- family's likes and dislikes
- number of people to be served
- menu planned - what foods are needed
- nutrition

Meal Pattern Template

Remember to consider:
- the basic four food groups
- variety in the colors, textures, and flavors of foods
- your family's likes and dislikes

One Day Meal Planner

Foods that I have on hand in the:

cupboard	refrigerator	freezer

Menu Plan for my Family
Breakfast
Lunch
Dinner
Snack

Remember to consider:
- the basic four food groups
- variety in the colors, textures, and flavors of foods
- your family's likes and dislikes

SESSION 20

WRAP-UP

Session 20: Wrap-up

Objectives: The learner will:
1. Review contract, goals made for self, and progress made during the session toward those goals.
2. Identify areas of continuing support for weight management after the completion of the course.

Learning Activities:
1. Take measurements of students as needed to complete contract book.

2. Review individual goals of students and progress made towards them. Discuss, as comfortable, how students feel about the goals they have set and reached.

3. Identify people and places in the local community which might offer continuing support in the student efforts for weight management.

Evaluation:

Behavior Change Since Last Session: Help family plan a more nutritious or well-balanced meal plan.

APPENDIX

Name_____

FOOD, EATING, AND ME

How often do these statements sound like something you do or think?

A	B	C	D	E
1	2	3	4	5
Always	Usually	Sometimes	Almost Never	Never

1._____ I eat breakfast.
2._____ I eat more when I am by myself.
3._____ I eat, even when I am not hungry.
4._____ I skip meals or forget to eat.
5._____ I will try any food at least once.
6._____ I regularly go on diets.
7._____ I eat from the Basic Food Groups each day: (meat, bread and cereals, fruits and vegetables, milk).
8._____ I try to limit my sugar intake.
9._____ Exercise is part of my daily schedule.
10._____ I think my body is O.K., compared to other kids my age.
11._____ I eat when I want to reward myself.
12._____ Food helps me feel better about my problems.
13._____ I eat food my friends eat whether I think I should or not.
14._____ I would like to take better care of my body.
15._____ I would not eat if something I dislike is served.
16._____ I eat lunch.
17._____ I eat nutritious snacks.
18._____ I eat some foods just because they are "good" for me.
19._____ I would like to change my eating habits.
20._____ I would like to change my weight.
21._____ I am easily influenced by food advertising.
22._____ I am aware of the calorie content of foods I eat.
23._____ I would eat more nutritious food if I had more time.
24._____ Being physically healthy and fit is important to me.
25._____ Choosing food which gives me nutrients my body needs is important to me.

Name_____
Grade_____

Do You Know?

Read the questions carefully, then choose the best answer. Circle the letter that is the correct answer.

1. What is the best way to achieve a balance of nutrients?
   a. Never eat sweets or foods from "fast food" restaurants.
   b. Choose a diet from a wide variety of foods including all food groups.
   c. Do not eat food served in countries where there is malnutrition.
   d. Eat three meals a day and don't snack between meals.

2. Which statement is true about taking amounts of extra vitamins?
   a. Since everyone needs vitamins the more vitamins you take the healthier you will be.
   b. We do not get any special health benefits by eating more than the USRDA for the different vitamins.
   c. Even if large amounts of vitamins do not help us they can do no harm.
   d. Large amounts of vitamins will increase athletic performance.

3. What is the best way to make sure our body is getting enough nutrients?
   a. Eat yogurt
   b. Eat a variety of foods
   c. Eat fruits and vegetables
   d. Take vitamin pills

4. Which of the following snack foods is richest in iron?
   a. Apple
   b. Potato chips and soda pop
   c. "Kool-aid" and chocolate chip cookies
   d. Peanut butter on bread and raisins

5. Salad dressing is found in which food group?
   a. Fruit & Vegetable groups
   b. Milk group
   c. Fats, Sweets & Alcohol group
   d. None of the above

6. You want to eat a nutritious diet everyday. What should you do?
   a. Eat a diet high in protein
   b. Eat few starchy foods
   c. Eat only low calorie foods
   d. Eat a variety of foods

7. The best way to have an adequate vitamin intake is to:
   a. Take a protein supplement
   b. Drink a lot of milk
   c. Eat a variety of foods
   d. Take a vitamin pill

8. Which snack is least nutrient dense?
   a. Strawberries
   b. Ice Cream
   c. French Fried Potatoes
   d. Pizza

9. Which food is the best source of iron?
   a. Milk
   b. Bananas
   c. Roast Beef
   d. Peanut Butter

10. An example of a nutrient is:
   a. Vitamin
   b. Carbohydrate
   c. Water
   d. All of the above

11. Which is the best source of vitamin C?
   a. cabbage
   b. corn
   c. carrots
   d. bananas

12. Teenager's diets are often lacking in:
   a. Protein
   b. Calcium
   c. Vitamin E
   d. Fat

13. When planning meals it is important to consider:
    a. Nutritional needs
    b. Food preferences
    c. Budget
    d. All of the above

14. Food labels may contain:
    a. Advertisements
    b. Recipes
    c. Nutrition information
    d. All of the above

15. If you wanted to lose weight, where could you go to be sure to get the most reliable information?
    a. Read the book Eight Day Miracle Diet
    b. Health food store
    c. The American Dietetic Association
    d. TV show "Nature's Way to Healthful Living"

16. Which combination is nutritionally similar to meat?
    a. Bean soup and rice
    b. Sunflower seeds and peanuts
    c. Milk and bread
    d. All of the above

17. Athletes need extra:
    a. Calories and water
    b. Vitamin supplements
    c. Salt tablets
    d. Protein supplements

18. During growth, which nutrients are needed in greater amounts?
    a. Calories
    b. Phosphorus
    c. Protein
    d. All of the above

19. Which of the following would make the best lunch for a 3 year old child?
    a. Milk, egg salad sandwich, apple
    b. Hot dog, potato chips, coke
    c. Peanut butter toast, banana, Kool-aid
    d. None of the above would be a good lunch

20. Teenagers who have poor food habits often:
    a. Skip meals
    b. Eat large amounts of simple carbohydrates
    c. Eat few fruits and vegetables
    d. All of the above

21. Which of these would help you follow the US Dietary Guidelines?
    a. Eat fewer fruits
    b. Eat more butter and eggs
    c. Eat lowfat dairy products
    d. Eat more meat

22. Calories measure:
    a. Body weight
    b. Fatness
    c. Food energy
    d. All of the above

23. If you always eat 2,400 calories and use 3,000 calories, what will happen?
    a. You will lose weight
    b. You will gain weight
    c. Your weight will stay the same
    d. Nothing

24. The US Dietary Guidelines include all of the following except:
    a. Eat less white sugar
    b. Eat more fats
    c. Eat more whole grains
    d. Eat less salt

25. Faulty diets may contribute to all BUT:
    a. Heart disease
    b. Cancer
    c. Measles
    d. Diabetes

26. An empty calorie food has:
    a. Fewer calories and many nutrients
    b. A higher percentage of the nutrients required
    c. Many nutrients in comparison to its calories
    d. Many calories in comparison to its nutrients

27. A 2,400 calorie input with 2,400 calorie output results in:
    a. Decreased body fat and muscle
    b. Decreased body fat
    c. No change in body fat
    d. Increased body muscle

28. It is <u>not</u> possible to eat a nutritious meal when:
    a. It must be inexpensive
    b. Backpacking
    c. Eating at a fast food restaurant
    d. None of the above

29. Which is a characteristic of a successful weight control program?
    a. Includes selections from the Daily Food Guide
    b. Encourages a gradual weight loss
    c. Easily followed for long periods of time
    d. All of the above

30. An individual in training for a marathon should alter his/her diet by:
    a. Increasing the calories consumed
    b. Increasing the water consumed
    c. Possibly increasing the consumption of salty foods
    d. All of the above

31. To avoid too much fat, you could:
    a. Use margarine instead of butter
    b. Have peanuts instead of a peach for a snack
    c. Use lean meat instead of frankfurters
    d. Eat Fried fish instead of baked fish

32. The overall nutrient needs of athletes compared to nonathletes of the same age are:
    a. Greater than nonathletes
    b. Less than nonathletes
    c. Basically the same
    d. Only vitamin needs are greater

33. During extensive training and performance an athlete should:
    a. Take a protein supplement to increase muscle strength
    b. Take a vitamin supplement for increase energy needs
    c. Fast the day of the event
    d. None of the above

34. Of the total calories needed each day, most are used for:
    a. Basal metabolism
    b. Physical activity
    c. Digestion of food
    d. Absorption of food

35. Obesity may result due to an excess intake of:
    a. Carbohydrate
    b. Protein
    c. Fat
    d. All of the above

Name_____
Grade_____

Do You Know?

Read the questions carefully, then choose the best answer. Circle the letter that is the correct answer.

B 1. What is the best way to achieve a balance of nutrients?
   a. Never eat sweets or foods from "fast food" restaurants.
   b. Choose a diet from a wide variety of foods including all food groups.
   c. Do not eat food served in countries where there is malnutrition.
   d. Eat three meals a day and don't snack between meals.

B 2. Which statement is true about taking amounts of extra vitamins?
   a. Since everyone needs vitamins the more vitamins you take the healthier you will be.
   b. We don't get any special health benefits by eating more than the US RDA for the different vitamins.
   c. Even if large amounts of vitamins do not help us they can do no harm.
   d. Large amounts of vitamins will increase athletic performance.

B 3. What is the best way to make sure our body is getting enough nutrients?
   a. Eat yogurt
   b. Eat a variety of foods
   c. Eat fruits and vegetables
   d. Take vitamin pills

D 4. Which of the following snack foods is richest in iron?
   a. Apple
   b. Potato chips and soda pop
   c. "Kool-aid" and chocolate chip cookies
   d. Peanut butter on bread and raisins

C 5. Salad dressing is found in which food group?
   a. Fruit & Vegetable groups
   b. Milk group
   c. Fats, Sweets & Alcohol group
   d. None of the above

D 6. You want to eat a nutritious diet everyday. What should you do?
   a. Eat a diet high in protein
   b. Eat few starchy foods
   c. Eat only low calorie foods
   d. Eat a variety of foods

C 7. The best way to have an adequate vitamin intake is to
   a. Take a protein supplement
   b. Drink a lot of milk
   c. Eat a variety of foods
   d. Take a vitamin pill

C 8. Which snack is least nutrient dense?
   a. Strawberries
   b. Ice Cream
   c. French Fried Potatoes
   d. Pizza

C 9. Which food is the best source of iron?
   a. Milk
   b. Bananas
   c. Roast Beef
   d. Peanut Butter

D 10. An example of a nutrient is
   a. Vitamin
   b. Carbohydrate
   c. Water
   d. All of the above

A 11. Which is the best source of vitamin C?
   a. cabbage
   b. corn
   c. carrots
   d. bananas

B 12. Teenager's diets are often lacking in
   a. Protein
   b. Calcium
   c. Vitamin E
   d. Fat

D 13. When planning meals it is important to consider
- a. Nutritional needs
- b. Food preferences
- c. Budget
- d. All of the above

D 14. Food labels may contain
- a. Advertisements
- b. Recipes
- c. Nutrition information
- d. All of the above

C 15. If you wanted to lose weight, where could you go to be sure to get the most reliable information?
- a. Read the book Eight Day Miracle Diet
- b. Health food store
- c. The American Dietetic Association
- d. TV show "Nature's Way to Healthful Living"

D 16. Which combination is nutritionally similar to meat?
- a. Bean soup and rice
- b. Sunflower seeds and peanuts
- c. Milk and bread
- d. All of the above

A 17. Athletes need extra
- a. Calories and water
- b. Vitamin supplements
- c. Salt tablets
- d. Protein supplements

D 18. During growth, which nutrients are needed in greater amounts?
- a. Calories
- b. Phosphorus
- c. Protein
- d. All of the above

A 19. Which of the following would make the best lunch for a 3 year old child?
- a. Milk, egg salad sandwich, apple
- b. Hot dog, potato chips, coke
- c. Peanut butter toast, banana, Kool-aid
- d. None of the above would be a good lunch

D 20. Teenagers who have poor habits often
- a. Skip meals
- b. Eat large amounts of simple carbohydrates
- c. Eat few fruits and vegetables
- d. All of the above

C 21. Which of these would help you follow the US Dietary Guidelines?
- a. Eat fewer fruits
- b. Eat more butter and eggs
- c. Eat lowfat dairy products
- d. Eat more meat

C 22. Calories measure
- a. Body weight
- b. Fatness
- c. Food energy
- d. All of the above

A 23. If you always eat 2,400 calories and use 3,000 calories, what will happen?
- a. You will lose weight
- b. You will gain weight
- c. Your weight will stay the same
- d. Nothing

B 24. The US Dietary Guidelines include all of the following except:
- a. Eat less white sugar
- b. Eat more fats
- c. Eat more whole grains
- d. Eat less salt

C 25. Faulty diets may contribute to all BUT
- a. Heart disease
- b. Cancer
- c. Measles
- d. Diabetes

D 26. An empty calorie food has
- a. Fewer calories and many nutrients
- b. A higher percentage of the nutrients required
- c. Many nutrients in comparison to its calories
- d. Many calories in comparison to its nutrients

C 27. A 2,400 calorie input with 2,400 calorie output results in
- a. Decreased body fat and muscle
- b. Decreased body fat
- c. No change in body fat
- d. Increased body muscle

D 28. It is not possible to eat a nutritious meal when
- a. It must be inexpensive
- b. Backpacking
- c. Eating at a fast food restaurant
- d. None of the above

D 29. Which is a characteristic of a successful weight control program?
- a. Includes selections from the Daily Food Guide
- b. Encourages a gradual weight loss
- c. Easily followed for long periods of time
- d. All of the above

D 30. An individual in training for a marathon should alter his/her diet by:
- a. Increasing the calories consumed
- b. Increasing the water consumed
- c. Possibly increasing the consumption of salty foods
- d. All of the above

C 31. To avoid too much fat, you could:
- a. Use margarine instead of butter
- b. Have peanuts instead of a peach for a snack
- c. Use lean meat instead of frankfurters
- d. Eat Fried fish instead of baked fish

C 32. The overall nutrient needs of athletes compared to nonathletes of the same age are:
- a. Greater than nonathletes
- b. Less than nonathletes
- c. Basically the same
- d. Only vitamin needs are greater

D 33. During extensive training and performance an athlete should:
- a. Take a protein supplement to increase muscle strength
- b. Take a vitamin supplement for increase energy needs
- c. Fast the day of the event
- d. None of the above

A 34. Of the total calories needed each day, most are used for:
- a. Basal metabolism
- b. Physical activity
- c. Digestion of food
- d. Absorption of food

D 35. Obesity may result due to an excess intake of:
- a. Carbohydrate
- b. Protein
- c. Fat
- d. All of the above

DATE

Dear Parents:

We would like to introduce a new concept to you. On January 9, we will be starting a weight management group for middle school students - "Body Power". This program is designed to meet the need for weight management skills of kids whether it be for gaining weight, losing weight or maintaining a normal weight.

The need for weight management skills is evident from the national statistics which indicate that excess weight is an increasing problem and that overweight may lead to lifetime health problems.

Not only is being overweight a problem, society is also facing many eating disorders among this age group which result in children who are extremely underweight. In addition, middle school aged athletes also have a need for weight management skills. Body image is important to them, as well as competing effectively. these situations are all related to the concept of an individual's body image. If the body image can be dealt with in a positive manner at this age level,it is possible that the potential for eating disorders appearing later in life can be avoided or at least minimized.

During the years of pre-adolescence and adolescence the attitude changes and those who are overweight generally are trying to change their weight, usually with discouraging results. Such children lack the skills and knowledge to alter their calorie intake and calorie output. In this program we will offer the students the opportunity to gain skills in eating and knowledge about nutrition which will allow them to attain and maintain a reasonable weight.

Also, a primary emphasis will be on body image. Our society prefers extreme slimness. If adolescents can be helped to be comfortable with their own bodies, they will be better able to take the steps necessary to make the most of what they have.

"Body Power" will begin January 9 and is planned for 10 weeks. Enrollment in the group will be limited to the first 20 who sign-up. The group will meet once each week, during their normal lunch time, for instruction on such topics as self-esteem, grooming, exercise, making choices, fast-foods, to name just a few. Each student will be expected to keep an exercise diary to show they are spending at least 30 minutes a day in some form of aerobic exercise -- walking, biking, running.

Each student joining "Body Power" will be counseled individually and an appropriate eating pattern suggested which allows the student freedom to choose his/her own diet. Pre- and post-tests and dietary recalls will be used to study adolescent weight management. All information will be strictly confidential.

We hope you, as parents, will be supportive of your child if they want to join "Body Power". Your support of their "new adventure" is crucial to their success in the program. If your child chooses to join "Body Power", we will be sending you weekly newsletters so that you are kept abreast of what is happening.

Enclosed with this letter is a permission slip for your child if he/she chooses to join "Body Power". This way we know that your family has discussed this program. Each student must have a signed permission slip before joining the class. Permission slips must be returned to Mrs. Snyder by January 4.

We are both very excited about this "new" adventure. If we can answer any questions, concerns or give you more information on the program, feel free to contact either one of us.

Sincerely,

Raeann Pourroy
Extension Home Economist
Office 278-7681 ext. 43
Home 278-5653

Gail Snyder
UMS PE/Health Teacher
School 278-3227
Home 278-3751

My child,_____, has my permission to participate in "Body Power", February 12 through April 15, 1992.

The program will help my child feel better about his/her body image, understand nutrition information related to adolescence, and become a more intelligent consumer.

I understand that this program is part of a study on adolescent weight management. I also realize that parental support is an important factor in my child's success.

I release Montana State University, Pondera County, Utterback Middle School or the program supervisors of any liability.

Signed:_____
Parent/Guardian

Date:_____

MUST BE RETURNED TO MRS. SNYDER BY FEBRUARY 14, 1992.

DATE

Dear Parents:

This week marked the beginning of "Body Power" program for students at Utterback Middle School. This program is a cooperative effort between the Pondera MSU Extension Service and the middle school.

As program supervisors, we have met with all the participants at least once and will continue to do so until March 13.

The program is designed to teach good nutritional habits to adolescents. Also included is the importance of exercise in a healthy lifestyle.

As a member of "Body Power", your child has set a goal for him/herself. Also, each member is required to get 5 30-minute sessions of an aerobic exercise-walking, running, bicycling-each week.

Members have been introduced to "Body Power" eating plan. The plan uses tokens to track the daily servings each member should eat to try to achieve a balance of foods. The eating plan consists of the minimum servings per day in the Milk, Fruit, Vegetable, Meat, Breads and Cereals, and Fat exchanges. Each member should be encouraged to eat the minimum servings. If your child has chosen to try to lose weight, no additional foods should be added.

Research has shown that parental involvement is an important part of changing behavior in children. We are asking that you discuss "Body Power" and the things we are doing with your child. As a part of the program your child will have a different assignment each week that will probably require your help. To keep you informed of what is happening in class and to give you some tips on how to help your child in the areas we are working with, you will be receiving a weekly parents newsletter.

We encourage you to ask questions as they arise. Please feel free to call us, visit "Body Power", or stop by for a visit with with one of us.

Sincerely,

Raeann Pourroy
Extension Home Economist
Extension Office-Courthouse
278-7681 ext. 43 (work)
278-5653 (home)

Gail Snyder
UMS PE/Health Teacher
278-3227 (school)
278-3751 (home)

DATE

Dear Parents:

Adolescents of today may be the first generation of children raised by parents who were/are always "on a diet." Most adolescents know little about balanced eating. Health professionals are concerned with the dangers of children limiting calorie intake at crucial growth periods, as well as setting patterns of poor eating for a lifetime.

Last week in "Body Power", we discussed eating plans rather than dieting. Eating a variety of foods over a period of time is important in both high calorie and low calorie eating plans in order to receive the 45 or more nutrients needed by the body.

Your child was given a basic eating plan to follow using a token system with the food exchanges. The eating plan stresses the minimum number of exchanges in the Bread, Milk, Vegetable, Fruit, Meat and Fat exchanges. Your child should eat a variety of foods and the token system will give them and you an idea of their eating patterns. As I said this system stresses the minimum number of exchanges, so unless your child is trying to lose weight they will and should eat more exchanges than tokens.

Ask your child to explain the token system to you so that you will also understand the system. This will show them that you are interested in helping them in this program. Parental support is essential to the long range effect of this program.

Please feel free to call either of us with questions you may have or stop by to chat.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Making decisions is an integral part of day to day living. Last week in "Body Power" we concentrated at looking at the food choices we make and why.

Adolescents make food choices based on a large number of factors, as do adults. Those who feel they are in control of their own food choices, at least to a great extent, often feel more satisfaction with their eating habits.

The purpose behind discussing food choices is to emphasize that we all choose our food for many reasons other than the nutrients in the food, for example: taste, family, friends and advertising, to name a few. Each person is responsible for his/her food decision, even when much of the food is prepared by someone else. Decisions of what, when, where and how much food to eat have consequences which we must accept as part of the decision-making process.

To allow for practice of making good food choices you could allow your child to plan the family menu for a few days. This could lead you and your child into discussing why they chose a certain food and why you might have made a different choice.

I am enclosing a pamphlet that will help you talk to your child about good, healthy foods. Your child can also share the food exchanges with you.

Feel free to call either one of us if we can answer any questions you may have.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

A growing number of children are preoccupied with weight at a younger age. In the U.S., approximately 15% of teens are overweight, and a percentage are also underweight. What follows is that, because of societal expectations, many teens are unhappy about their bodies. The recognized problem is that children and teens often desire changes which are unrealistic.

A person's body image is important because it affects the way he/she feels and acts. A child is more likely to develop a positive body image through a nutritious diet, physical fitness and a **realistic** perception about their own body size and weight.

This week in "Body Power" we discussed realistic expectations for ourselves by talking about what we see when we look into the mirror. There are many reasons including heredity that affect our body size and shape. We discussed the importance of dwelling on the **positive** things we like about our bodies and ourselves than to spend time working on those things we want to change and have control over.

As a parent, you can have an effect on how your child's body image and self-esteem are developed. Adults need to be a positive role model for youth when it comes to these two issues. An adult who praises his/her own work and personal qualities aloud, and who encourages children to praise themselves and to praise others, enhances a child's self image. It is difficult to teach a child something an adult doesn't have! Appreciating and respecting ones self is very important for all of us.

I hope you will have an opportunity in the weeks to come to talk to your child about how they feel about themselves and why. Helping children recognize realistic goals and helping them set and achieve those goals is an important aspect that parents can add.

If we can answer any questions, feel free to call or stop by to see either of us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Exercise is not a dirty word. Exercise is a necessity for anyone who wants to lead a healthy lifestyle.

"Body Power" participants are learning through practice what exercise can do for them. They also are learning that lifestyle changes are an important factor in staying healthy throughout life. Exercise is necessary to keep the muscles of our bodies toned and in good working condition.

I am enclosing the worksheet the "Body Power" used last week to look at the correlation of calories and exercise. It is important that all of us understand this relationship so that we can make decisions about the food we eat and the exercise we need. Decision making that relates to our health should be easy but research is showing that all Americans are leading a more sedentary lifestyle, which can lead to increased obesity and the health problems related to obesity - heart disease, cancer, diabetes for example.

I hope you will take time to look at the participants' sheet from last week. It will give you a chance to talk to your child about exercise as well as give you a chance to look at your own exercise habits.

If we can answer any questions feel free to call or stop by to see either of us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Mark Twain wrote, "Habit is habit. It is not to be flung out of the window by anyone, but coaxed downstairs a step at a time." Twain recognized, as do most of us, that behavioral change of any type is a complex process. No one technique works for people trying to change a behavior.

In "Body Power" this week, we talked about the reasons people eat, which is sometimes called eating cues, and how behavior change can apply to eating cues. Each "Body Power" made a list of four **positive** habits to try to work on. They are to work on specific things to reach one goal by next Wednesday.

Parents have a big effect on whether children can reach their goals. Your support of your child's efforts will help them make the changes easier. Behavioral reinforcement is the way to change, not education. Your personal reinforcement of your child's goal will go a long way.

I'm enclosing a copy of "Eating Cues" so that you have some idea of the reasons people eat other than because they are hungry. If we can answer any question, feel free to call either of us or stop by to chat.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Last week in "Body Power" we discussed eating for competition in the aspect that it is important for adolescents to have adequate calorie intake to take part in competition. The competition does not mean they have to be in organized , extra-curricular sports. Adolescents compete each day in their PE class.

Optimal nutrition is essential for peak performance, although it is not going to make them a star. Adolescents who are competing in any form have a need for more calories than a sedentary (no exercise) person, as they are exercising heavily and need extra calories for energy.

The fuel most critical is carbohydrate. It is the only fuel which can be used when there is inadequate oxygen supplied to the muscles. Special diets are not necessary in order to have an adequate amount of carbohydrate stored in the tissues. Paying close attention to including carbohydrate levels to be depleted enough to affect the performance on the day of competition.

Adequate fluid replacement can also be a critical factor in the success of competition. Because the thirst mechanism may not work properly in those who are exercising heavily, regular rehydration should be practiced. I have enclosed a hand-out to give you more information about fluids.

If you have any questions, please feel free to call either one of us or stop by for a visit.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

This week in "Body Power" we discussed food supplements. We talked about vitamin and mineral supplements and how they affect our diets and whether or not such supplements are needed in our diets.

The annual cost of supplement use is approximately $3 billion in the U.S. Yet it is generally recognized by reputable health researchers that the most desirable way for the general public to obtain recommended levels of nutrients is by eating a **variety** of foods, and that food supplement use is discouraged for most healthy Americans. Although there is controversy about the need for vitamins and mineral supplementation for healthy adolescents, public health associations have stated that vitamin/mineral supplements are not recommended for consumption by healthy adolescents with adequate dietary intake. This recommendation is based on the fact that some adolescents experiment with large doses of a single nutrient supplement which can lead to toxicity and possibly death.

This week each member is asked to add one food item that contains a specific vitamin or mineral each day for the next week. Enclosed is a handout to help you and your child choose which food items to add.

We encourage you to ask questions as they arise. Please feel free to call us, visit the "Body Power", or stop by for a visit with either one of us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

It is estimated that 40% of the U.S. population is on a diet of some kind. One study of middle income children in grades 3 through 6 showed that 37% of those children had already tried to lose weight. For the growing number of people who are dieting, fasting and fad diets claiming quick weight loss are growing in popularity. None of these diets have been shown to be successful in maintaining weight loss, however, and some have significant side effects including death. Unfortunately, it takes time to put on weight and it will take time to take weight off. That is why in "Body Power" we are trying to teach the kids proper eating habits and proper weight control so that they will not have to submit to such actions.

Fad diets are particularly ineffective for adolescents because they do not develop a rationale for food selection for long term health. Also, swings of weight loss and gain are particularly dangerous and undesirable for a growing child. Authorities agree that growing adolescents need a **minimum** of 1200 calories per day, and that an exercise component for weight reduction or maintenance is particularly important. I am enclosing the computer printout of the 3 day diet recall that your child did prior to starting in "Body Power". Many of the students were low in calories but that can be an error in reporting of what they ate.

The diet recalls give you and your child an opportunity to talk about some of the things that they are learning in class. In trying to understand the recalls we look at the percentages of components listed. Each "Body Power" should strive to be at least in the 50% level in each component. Another thing above calories that we look at is the percentage of protein, carbohydrates and fats in relation to calories. Protein should be 15%, carbohydrates should be 50% and fats should be 25%.

"Body Power" has 3 weeks left in the program. We have covered many different topics and have some important ones left. If we can answer any questions or you would like to discuss the program, feel free to call either one of us or drop by to see us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Breakfast is an important meal for everyone who needs to function well during the day. During the "Body Power" this week, we discussed the importance of breakfast. Research show that students who eat breakfast have decreased rates of absences and tardiness, increased achievement-test scores, and increased ability to pay attention in the late morning hours.

Nutritionists suggest you should get 25 percent of your daily calories in the morning. Adolescents should be taking in 2200-2700 calories daily to maintain good health which means at least 600 calories should be eaten at breakfast. I realize that some of the "Body Powers" fall into the estimated 1/5 of the children in the U.S. who do not eat breakfast.

What is chosen for breakfast is not as important as simply having something for breakfast. The difficult thing about breakfast is finding food that fits into the lifestyle of your family. Each "Body Power" is to keep track of their breakfast intake for three specific days--Thursday, Saturday, and Monday. The students that do not usually eat breakfast have been asked to have something during those three days.

Many people skip breakfast because they run out of time. One way to counter this is to get up earlier or to have foods available that can be eaten on the way to school or work. We have enclosed some fast, simple recipes.

Some people say that if they eat breakfast they are hungry all day. This could be due to the fact that their body has difficulty handling sugar. What can happen is that sugar on an empty stomach can elevate the blood sugar rapidly which in turn causes the body to produce insulin. With an excess of insulin, the blood sugar may be reduced to a very low level causing symptoms of hypoglycemia such as hunger and shakiness.

If eating breakfast seems to trigger day-long hunger for you or your children, make sure to have low calorie foods available to stop your hunger. Raw fruits and vegetables are excellent as are grain products low in fat such as cereals.

If we can be of any help to you, please feel free to call us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Society's expectations and attitudes toward weight and beauty as seen in the media has a major influence on a child's body image. Media and advertisers portray a standard of beauty that does not fit many of the shapes and sizes that nature made us. A child needs to be aware of the unrealistic nature of the pressures to have a "perfect" body.

In the "Body Power" this week we discussed the use of models in advertising and how those advertisements affect the way we view our bodies. We discussed the profit motive of advertisers in promoting the thin and muscular body and how in other times and places beauty was defined in different terms.

Teens gain an important skill if they are taught to identify and appreciate their own strengths. Learning to appreciate one's own talents and strengths gives confidence to take on new challenges and master new skills. In learning to appreciate one's own self allows the teen to feel comfortable exerting the right to be herself. We discussed how feeling good about ourselves involves more than looking like a picture in a magazine. It involves recognizing their own personal assets and learning to praise yourself.

To meet this weeks requirements your teen has been asked to say one nice thing to themselves every day. This is not easy for most adults, and is very difficult for teens, but with help form you it may be easier. If you would give your child a few more positive comments at home it would help them towards meeting their goal for this week.

I'm enclosing a copy of the computer printout based on the 3 day diet recall your teen did at the beginning of the program. this will allow you to see how their diets stacks up compared to the US Recommended Dietary Allowances (RDA). For growing adolescents it is important that they be getting the necessary nutrients and calories to help their bodies to grow. If you have any questions about the diet recalls or any other items, feel free to contact us. If no recall is enclosed your teen did not return one.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Adolescents, just like adults, do not eat the recommended servings of fruits and vegetables. Fruits and vegetables are an important aspect in a persons diet because they contain many needed nutrients, as well as flavor and texture. Research is also linking the eating of fruits and vegetables to the prevention of diseases such as cancer and heart disease.

Our typical family lifestyle with limited food preparation time and eating away from home contribute to poor intake of fruits and vegetables. We need to learn easy and tasty ways to include vegetables and fruits in our daily diets. More emphasis on vegetables and fruits as **taste treats**, and less emphasis on them as **good for you** seems to be more effective with adolescents.

The recommendation for fruits and vegetables is that we have 5 or more servings per day. We sometimes are unaware of what a serving is, and for that reason, it can be hard monitoring whether or not we met the recommendations. Typical servings are one small piece of fruit or one-half cup of fruit and one medium or one-half cup of vegetables. When it comes to salads, one bowl is a serving for tossed salads or one-half cup for salads like potato or macaroni.

This week in "Body Power" we discussed the need to have a variety of fruits and vegetables in our diets especially those that contain vitamin C and vitamin A. To allow them the chance to try "new" foods, we had a taste test of fruits and vegetables that most families do not use. We tasted papaya, mango, star fruit, jicama and turnips. The reviews were mixed as to the likes and dislikes of each person.

To meet their requirements for next week each participant has been asked to add one fruit or one vegetable extra each day this week. These choices can be fresh, canned, frozen, cooked or raw. This is a great opportunity to introduce the whole family to the idea of including more fruits and/or vegetables in their diets.

If we can answer any questions, please feel free to call either of us or stop by to visit.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

This week in "Body Power", we discussed snacks as an integral part of the American diet. Snacking is especially important for adolescents as three meals a day generally do not provide the 2200 calories daily an adolescent girl needs for proper growth and development.

A recent study found that 80% of teens were eating from one to seven snacks a day. Research is finding that eating several smaller meals is better for our health.

Poor selection of snacks may have something to do with the fact that nearly one half of teens have poor diets with too few nutrients for their needs. Adolescents need to recognize the contribution of snacks to a well-balanced diet, and find ways to plan them into their eating pattern. Because of busy schedules, informal living, and availability of quicker, less nutritious snack foods, adolescents also need to become familiar with a variety of foods which could be used for snacks that are convenient and tasty, but nutrient dense (lots of nutrients compared to the calories), but no foods should be viewed as off-limits.

Enclosed you will find "The Snack Sheet". This sheet will give you and your child ideas for nutrient dense snacks that are available and easy to have around.

Each week in "Body Power" we cover a different topic during the time we meet. "Body Power" meets during the lunch period every Wednesday which means the participants do not have the opportunity to go to the lunch room. Please make sure that your "Body Power" brings a lunch on those Wednesdays as it is not good for them to go without.

If you have questions or concerns, please feel free to contact either of us or stop by to visit.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Last week in "Body Power" we talked about the complex issue of fat. Despite all of the controversy about the amount of dietary fat which is ideal, health professionals agree that most Americans need to reduce the amount of total fat in the diet. Fat in the diet is not only a weight control topic but is one factor influencing the development of chronic diseases such as heart disease.

Fat is a vital part of diet and health. It supplies a concentrated source of energy, transports vitamins in the body and gives us essential fatty acids. Fat also gives a pleasant texture to food and enhances flavors in food. The trouble begins when too much fat is eaten in the total diet.

Each gram of fat has nine calories. One gram of protein or carbohydrate supplies four calories. For a typical adolescent who is eating 2400 calories a day, they should be getting no more than 700 calories from fat. If, for example, the adolescent has one cup (8 oz.) of whole milk, he/she has taken in 8.6 grams of fat or 77.4 calories. That's not bad by itself but adds up fast when added to other foods or more than one glass of milk is consumed.

Reducing dietary fat does not necessarily mean eliminating foods from the diet. It means learning to balance the fat content of meals and snacks in a day.

Enclosed is a hand-out that will help you see how to make lower fat substitutions in your family's diet. Learning to read labels is also a way to help you and your child choose lower fat foods.

If we can answer any questions, feel free to call either one of us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Many health organizations are suggesting that Americans increase the amount of fiber in our diet. The average American eats between 10 to 15 grams of dietary fiber a day. The most common recommendation is between 20 to 30 grams per day. Although there is no conclusive evidence that eating dietary fiber reduces chronic diseases, most researcher agree that eating foods containing fiber is helpful for an overall healthy diet.

Dietary fiber is found in fruits, vegetables, legumes (beans and nuts) and grains. It is important to get dietary fiber from foods along with all of the other important nutrients they provide. Fiber supplements are not recommended except with a physicians recommendation.

This week in "Body Power" we discussed the effects that fiber has in our diet and to our health, as well as where fiber can be found. Each student has been asked to add on fiber rich food to their diet daily. Adding fiber to the diet should be done slowly to let the body adjust to the change being made.

Enclosed is a list of fiber rich foods so that you and your child will have a list to choose from for her and the whole family.

If you have any questions please feel free to call either one of us or stop by for a visit.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

One of the first things we learned about early man was that he ate meat. In fact, throughout history people have used meat as an important part of their food supply.

Foods from the meat group supply iron, protein, riboflavin, niacin, vitamin B12 and zinc. These nutrients each have a specific function in the body.

Iron is used in the hemoglobin of red blood cells to carry oxygen to and away from other body cells. The iron found in red meat is more digestible than that found in plant sources.

Protein is needed for muscle formation and is important for strength. Insufficient amounts of protein in the diet can lead to stunted growth, poor muscle development, lessened formation of red blood cells and lowered resistance to infection. Proteins are made up of amino acids. Of the 22 amino acids we each need, eight are essential and must come from the foods we eat. The body can make the remaining nonessential amino acids itself.

The other nutrient contributions of meat to the diet increase meat's importance. Riboflavin is important for the body's use of energy as well as promoting healthy skin and good vision. Niacin, another B vitamin, promotes healthy skin and nerves, aids digestion and fosters normal appetite. Zinc is needed in the body to keep the immune system working.

If a food, such as beef, is said to be nutrient dense it means it is a good supply of nutrients in proportion to the calories it contains. For example: a 3 oz. serving of beef sirloin steak contains 57% protein, 16% iron, 37% zinc, 18% niacin. It's total percentage of calories is 7% as compared to an eight ounce serving of orange juice with a total calorie percentage of 5%. The orange juice contains only 10% vitamin A, 210% vitamin C and 15% thiamin. In relationship, the nutrient density of the beef is better than the orange juice.

For the next week the "Body Powers" have been asked to add one extra serving of lean meat to their diet at least twice this week. Your assistance in helping your child make a decision on the choice of meat will be greatly appreciated. To help you and your child visualize a serving size enclosed is a sheet on serving sizes.

If we can answer any question, feel free to call either of us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Fast-food meals are more popular than ever in the U.S. They are becoming a mainstay of the American lifestyle. This week in "Body Power" we discussed fast-food and its relationship to a healthy diet.

Although fast-food is often mistakenly viewed as "junk food", fast-foods do provide essential nutrients -- protein, carbohydrates, etc. This fact shows that people can make selections at a fast-food restaurant which fit into a balanced diet, although some selections can be high in calories, fat and sodium. If we balance fast-food choices with other selections during the day to get all the nutrients you need, while moderating calories, fat and sodium we can maintain good health.

Some reasons we are eating more often at fast-food restaurants are obvious: convenience, relatively low cost, quick service, and predictable products. In recent years, foods lower in calories, fat, and sodium have been introduced as a result of consumers' rising interest in good nutritional foods. Many fast-food restaurants now make free nutrition information on their products available to consumers.

Enclosed is a Fast-Food Nutrient Guide. In "Body Power" this week we used this chart to compare different fast-food restaurants. With your help, the next time your family eats at a fast-food restaurant, they will be able to make a choice that will not throw their daily dietary intake into a tail spin.

If you have any questions or concerns, feel free to contact either one of us or stop by to see us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

Calcium is an important mineral to your child's health, especially during these growth years.

Calcium has two functions in the body. One is to build strong bones and teeth. Calcium intake, particularly during childhood and adolescence when new bone is being formed, influences a person's total bone mass. Research is proving that calcium deposit in bones of youngsters is the way to prevent osteoporosis.

Another function of calcium is to help with certain body functions such as nerve impulses, muscles contractions and blood clotting.

Youth ages 11 - 14 should have an intake of 1200 mg. of calcium daily. To place that in prospective, a glass of 2% milk has 297 mg.; one cup of fruit, low-fat yogurt has 345 mg.; and one ounce of cheddar cheese has 204 mg.

To help your child get the calcium needed, other factors come into play. The child needs a diet adequate in protein and vitamin D. These will help the body absorb the calcium ingested. Exercise is also a factor in promoting calcium retention which leads to increase bone mass. Research shows that exercise may even cause bone to lose less tissue and actually build up more mass. Bone tissue responds to exercise at any age, but in younger people it responds more readily.

Your child has been asked to add **one** serving of a calcium-rich food to their daily intake during the week. Enclosed is an informational sheet on dairy foods that includes foods that are a rich source of calcium, which should help you help your child make an appropriate choice this week.

If we can be of any help, please feel free to call either one of us.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher

DATE

Dear Parents:

This week in "Body Power" we discussed the reality of planning to make changes in food habits that we have covered in the past 9 weeks. Although many adolescents are unaccustomed to planning in any form, the experience proves to be worthwhile.

Meal planning is an important part of meal preparation for two reasons. The first reason is that it allows the person in charge of planning the ability to assure that the family is meeting their nutritional needs. Meal planning also allows the family to choose the menus they will serve based on the money they have to spend on food.

Adolescents have the ability to help with meal planning, which allows them to take responsibility for their own food choices in the family. The "Body Powers" have been asked to help the family plan a well-balanced meal at least once this week. Your assistance with this project will help them achieve a new responsibility as a member of your family.

Enclosed is a copy of the Guide to Good Eating. This fact sheet will help you and your child review the number of servings form each food group which should be included in a daily diet. Remember variety is the key to a balanced diet.

"Body Power" will be drawing to a close next week. We hope you and your child have had the opportunity to discuss and practice the changes we have asked of your child. In the future, if we can be of any help, please feel free to call either one of us. We will have a graduation ceremony some time in the next few weeks for your child. We hope she will be able to come.

Sincerely,

Raeann Pourroy
Extension Home Economist

Gail Snyder
UMS PE/Health Teacher